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ABSTRACT

This report presents the Texas Assessment of Academic Skills (TAAS) performance results to state officials and the public as required by state law. Compiled in two volumes, TAAS results are aggregated and reported for the state as a whole, for education service centers and individual districts, and in district demographic groupings. Section 1 provides an executive summary that highlights performance results for the 1991-92 school year. Section 2 give a TAAS program overview and provides information necessary for understanding what these test results mean for Texas education. Sections 3 through 10 summarize TAAS performance results for each grade level tested in the 1991-92 school year (grades 3, 5, 7, 9, 11, and 12). Results of a Spanish version of the test for grade 3 are also reported. Texas Educational Assessment of Minimum Skills (TEAMS) exit level results are given for grades 11 and 12. The TAAS results help show where progress has been made and where improvement is needed to achieve the goal of excellence and equity for all students. In October 1991, performance declined slightly or remained unchanged across most grades and subject areas compared with October 1990. Disparities in performance among various ethnic and economic groups continued to exist. Thirty-four figures and numerous tables illustrate test results. Ten appendixes provide additional information about the testing program and the test results, including information on standards and scoring. (SLD)

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Statewide and Regional Results

Volume 1

ED 363 633

Student Performance Results 1991-1992

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Assessment of Academic Skills

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TAAS

Texas Assessment of Academic Skills
and
TEAMS Exit Level

Student Performance Results
1991-1992

Volume 1
Statewide and Regional Results

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December 1992

Texas Education Agency
Division of Instructional Outcomes Assessment

January 1993

TO THE CITIZENS OF TEXAS:

This report presents Texas Assessment of Academic Skills (TAAS) performance results to the Governor, Lieutenant Governor, Legislature, State Board of Education, school officials, and other citizens interested in Texas public schools, as required by Section 21.556(b) of the Texas Education Code. Compiled in two volumes, the TAAS performance results are aggregated and reported for the state as a whole, for education service centers (ESCs) and individual districts, and for various student and district demographic groupings.

Section I of this volume provides an executive summary that highlights TAAS performance results for the 1991-1992 school year. Section II gives an overview of the TAAS program and provides detailed information essential to a thorough understanding of these performance results. Sections III through X present summaries of the TAAS performance results for each grade level tested during the 1991-1992 school year. Texas Educational Assessment of Minimum Skills (TEAMS) exit level results are provided for Grades 11 and 12. Volume II presents the October 1991 district-level TAAS performance results aggregated by grade level including scale score gain/loss comparisons with the October 1990 results.

The TAAS performance results help determine where progress has been made and where improvement is needed to achieve our goal of excellence and equity for all students. In October 1991 performance improved slightly or remained unchanged across most grades and subject areas compared with the October 1990 results. However, despite improvements in reducing the gap in performance among various ethnic and economic groups, disparities in performance continue to exist among our students. As educators and concerned citizens, we must continue to work together to ensure that each student is equipped with the academic skills necessary to meet the challenges of the twenty-first century.

Sincerely,

LR Meno

Lionel R. Meno
Commissioner of Education

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Section I

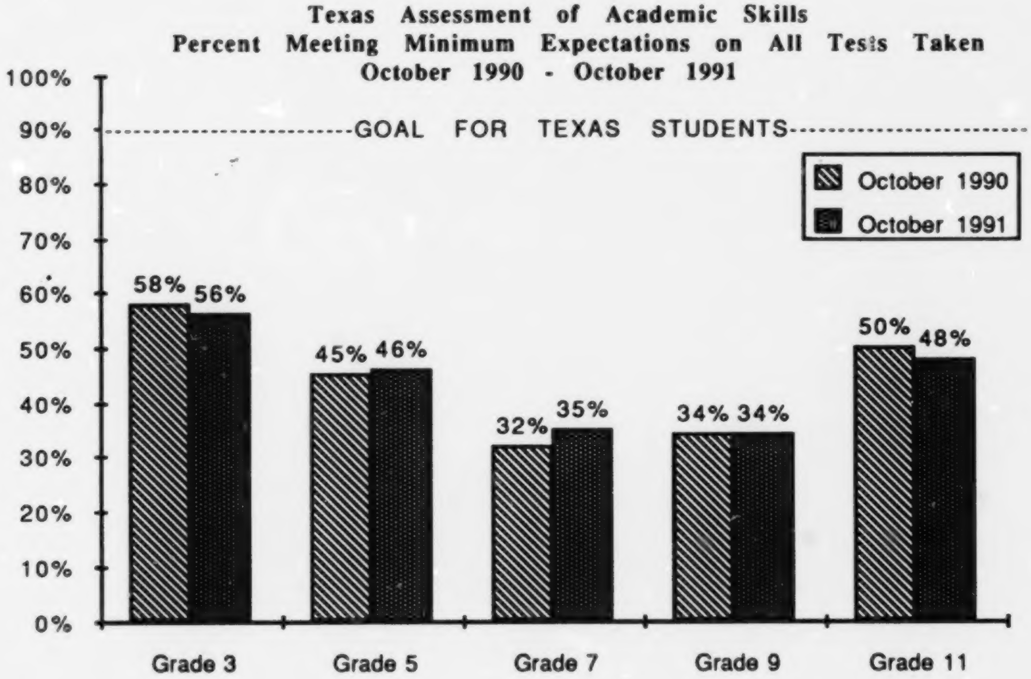
Executive Summary

> I am confident that we, working together with a new system that holds the child and world class results as nonnegotiable, can achieve our goal; excellence and equity in Texas education. Our goal is student achievement.

Commissioner Lionel Meno speech to the Beaumont Chamber of Commerce, October 21, 1991

The commissioner has challenged Texas public schools to strive for excellence and equity in student performance. Excellence in student achievement ensures that all students are prepared to meet the challenges presented by a changing world. Excellence in education cannot be achieved separate from the attainment of equal performance among all population groups. The goal for the assessment program in Texas is to establish real world standards and measure student progress toward achieving them. This report outlines the first two years of Texas Assessment of Academic Skills (TAAS) performance results, highlighting where progress has been made and where improvement is still needed to reach these goals for all students.

EXCELLENCE IN STUDENT PERFORMANCE



Texas Assessment of Academic Skills
Percent Meeting Minimum Expectations on All Tests Taken
October 1990 - October 1991

The challenge for education in Texas is to provide the instructional programs necessary so that at least ninety percent of students across all grade levels achieve minimum expectations on TAAS.

The statewide results displayed in the preceding chart compare the percent of students meeting minimum expectations on all tests taken between October 1990 and October 1991 at the seventy percent standard.

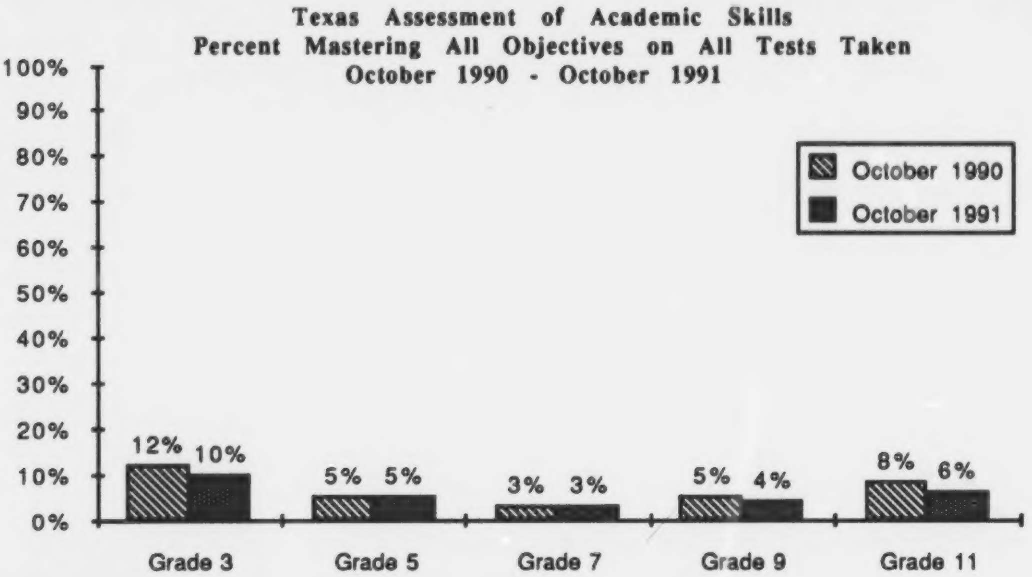
Assessment Program Overview

The Texas Assessment of Basic Skills (TABS) testing program implemented in 1980 followed by the Texas Educational Assessment of Minimum Skills (TEAMS) program in 1985 both measured minimum basic skills in writing, reading, and mathematics. In October 1990, the Texas Assessment of Academic Skills (TAAS) testing program was administered for the first time at Grades 3, 5, 7, 9, and 11 (exit level). The TAAS focuses on the assessment of higher order thinking and problem-solving skills rather than minimum basic competencies that had been targeted in previous testing programs. Like its predecessors, the primary purpose of TAAS is to provide an accurate measure of student achievement in the areas of writing, reading, and mathematics. However, TAAS broadens the scope of content eligible for testing to provide a more comprehensive assessment of the instructional targets delineated in the essential elements.

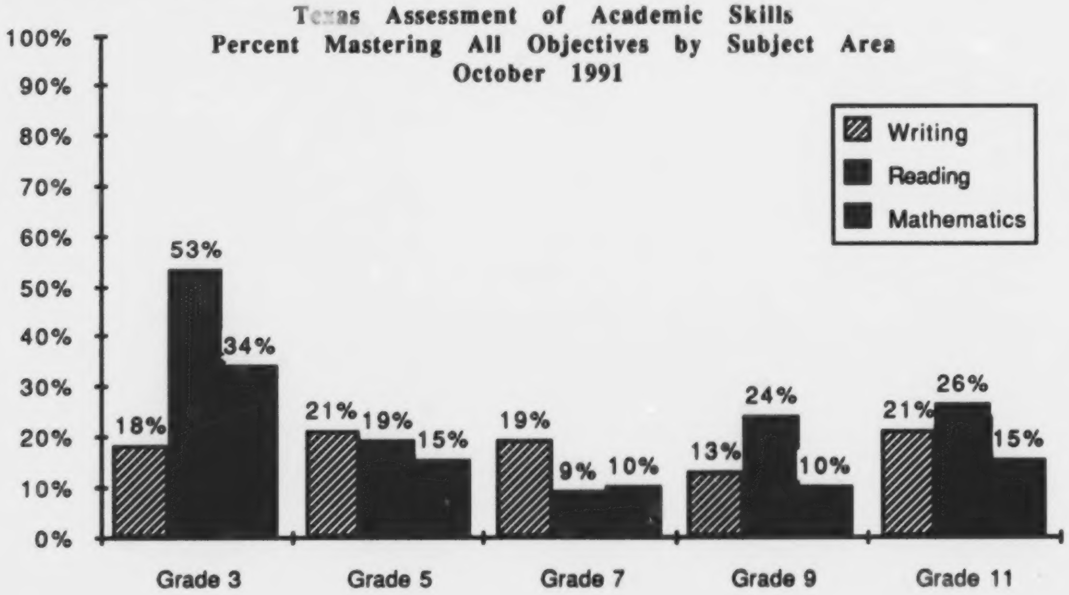
State law mandates that high school students must pass the criterion-referenced exit level test in order to be eligible for a Texas high school diploma. Currently, TAAS is the state testing program used to satisfy the graduation requirement as outlined in state law. Passing standards were phased in during the first year of TAAS assessment to accommodate student preparation during program transition. During the 1990-1991 school year the State Board of Education set a phase-in standard for minimum expectations of sixty-five percent of the items correct at Grades 3 and 5 and sixty percent of the items correct at Grades 7, 9, and 11. Beginning in the 1991-1992 school year, the State Board increased the minimum expectations standard for each grade level to reflect the current standard of the equivalent of seventy percent of the items correct based on the October 1990 form of the test. All comparisons of TAAS results between the October 1990 and October 1991 administrations are based on the performance results scored at the seventy percent standard.

The percent of students mastering all objectives on all tests taken in October 1991 reflects either no change or a slight decline when compared with the October 1990 results.

The following graph illustrates the low percentages of students mastering all objectives on all tests taken in October 1990 and October 1991. The skills tested on each objective reflect instructional content drawn directly from the essential elements, the state's mandated curriculum for all students. It is clear that state and local implementation of proven programs is required to accelerate student achievement in all subject areas on subsequent test administrations.



Further detail is provided in the chart below which illustrates the percent of students mastering all objectives by subject area in October 1991. Overall, the highest percentages of students achieved mastery on all objectives in the subject area of reading, while mathematics exhibited the lowest mastery rate of the three subject areas tested.



Academic Recognition

Academic Recognition, the highest level of excellence acknowledged in the TAAS assessment program, was achieved by less than one percent of the students tested in Grades 5, 7, 9, and 11.

Academic Recognition acknowledges students who have attained a standard of excellence on TAAS indicative of a higher level of proficiency in reading, mathematics, and written expression. The criteria for achieving Academic Recognition require a student to score a 4 on the written composition, master all objectives in each subject area, and answer correctly at least 95% of the items in all three subject areas. The table below indicates the number and percent of students tested who received Academic Recognition at each grade level. In October 1991 Grade 3 had the highest percentage of students receiving Academic Recognition. However, the low number of students overall satisfying the requirements for this level of accomplishment emphasizes the need to encourage students in all grade levels to set high educational goals across all subject areas.

Texas Assessment of Academic Skills
Number and Percent of Students Achieving Academic Recognition
October 1991

	Number of Students	Percent of Students
Grade 3	2,543	1.0%
Grade 3 Spanish	182	1.3%
Grade 5	1,085	0.4%
Grade 7	877	0.4%
Grade 9	849	0.4%
Grade 11	884	0.5%

Scale Score Performance

Scale score performance improved slightly in most grade levels for each subject area assessed in October 1991.

The scale score provides information about performance in addition to the meeting minimum expectations standard. The TAAS scale score ranges from below 1000 to above 2000 with a scale score of 1500 equivalent to approximately 70% of the items correct at each grade and subject area based on the October 1990 form of the test. The information outlined in the table below compares scale score performance of students from the October 1990 and October 1991 administrations. Statewide results show the largest scale score gains occurred in writing at Grades 3 (Spanish version), 5, and 11 and in reading at Grade 7.

Texas Assessment of Academic Skills
Scale Score Performance Gains and Losses
October 1990 - October 1991

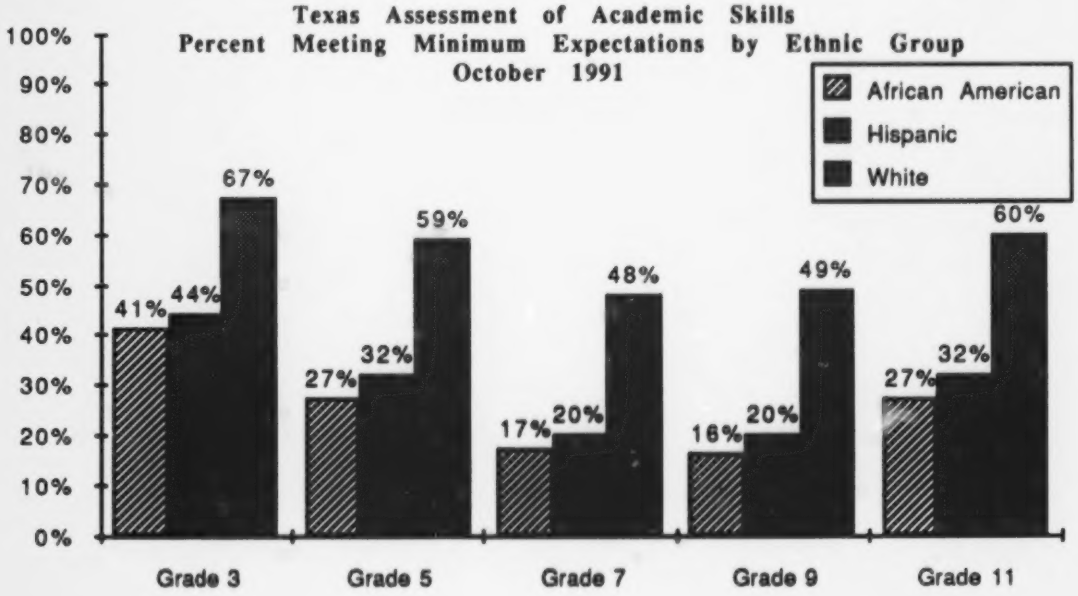
	Writing		Reading		Mathematics	
	October 1991	Gain/ (Loss)	October 1991	Gain/ (Loss)	October 1991	Gain/ (Loss)
Grade 3	1562	(11)	1664	14	1676	13
Grade 3 Spanish	1466	25	1523	(14)	1595	22
Grade 5	1619	22	1565	12	1542	13
Grade 7	1557	1	1487	31	1506	3
Grade 9	1552	12	1538	(7)	1474	0
Grade 11	1633	21	1600	(9)	1547	(7)

EQUITY IN STUDENT PERFORMANCE

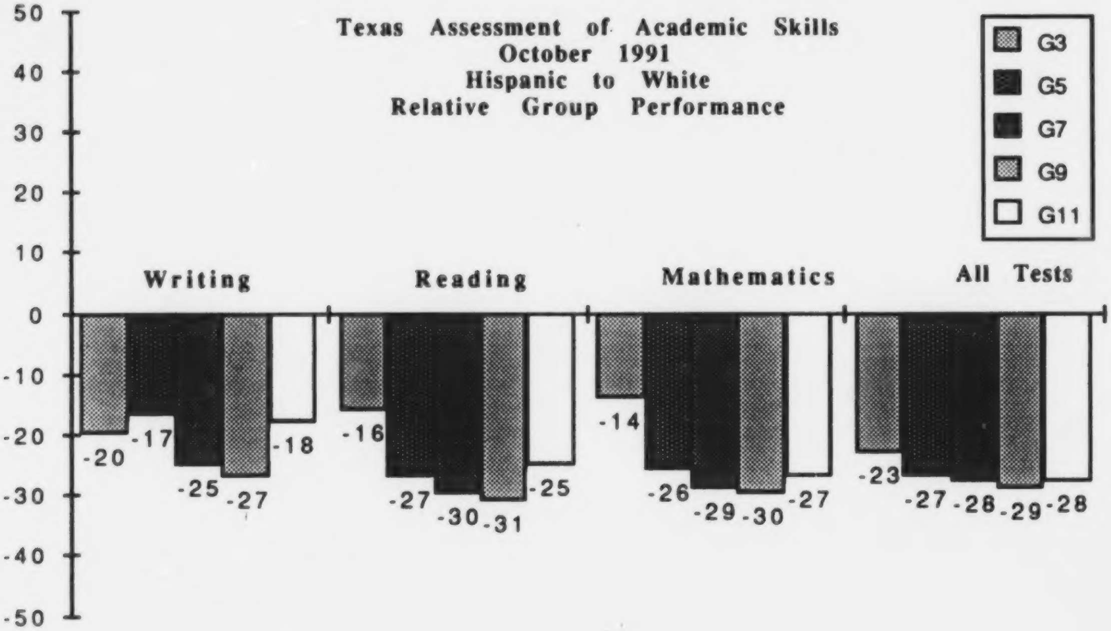
Ethnic Groups

> Comparative results indicate that significant disparities in student performance still exist among the three major ethnic groups in Texas.

The goal of equity in student performance constitutes a challenge to educate all students to the level of achievement required by the real world. The following graph clearly illustrates the performance gaps among the three major ethnic groups in Texas.

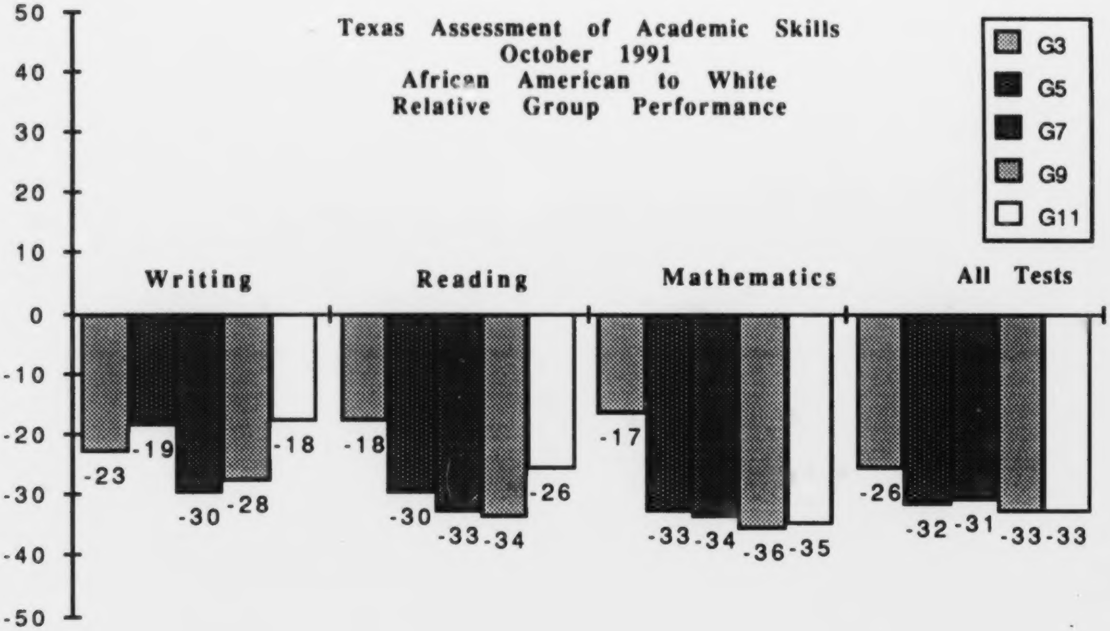

Texas Assessment of Academic Skills
Percent Meeting Minimum Expectations by Ethnic Group
October 1991

The following chart compares the differences between the percentage of Hispanic students meeting minimum expectations and the percent of white students attaining the passing standard in each subject area and on all tests taken. At Grade 3, for example, the percent of Hispanic students meeting minimum expectations in writing was twenty percentage points lower than the results for white students. The largest disparities in performance between Hispanic and white students occurred in reading and mathematics at Grades 7 and 9.

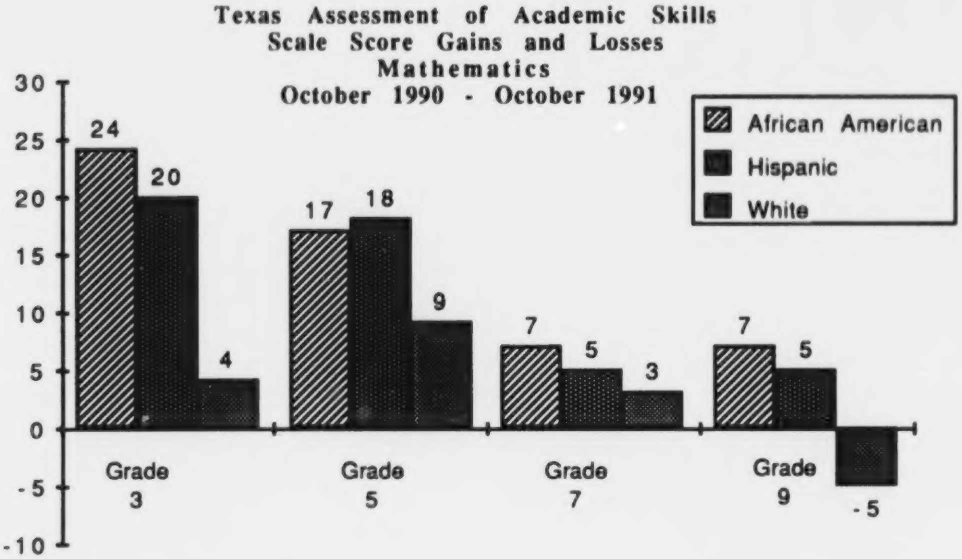


The October 1991 performance results reveal a greater level of disparity in student performance between African American students and white students than between Hispanic students and white students.

Comparisons of performance between African American and white students reveal similar disparities in performance across all grade levels as evidenced in the following graph. The largest gaps in student performance between African American students and white students exist in the area of mathematics with differences of thirty percentage points or more in four of the five grade levels tested.



Although significant disparities are evident when comparing student performance between ethnic groups overall, there has been progress to reduce certain gaps in performance among population groups. The graph below displays scale score gains and losses in mathematics for each ethnic group between October 1990 and October 1991 for Grades 3, 5, 7, and 9.



Special Populations

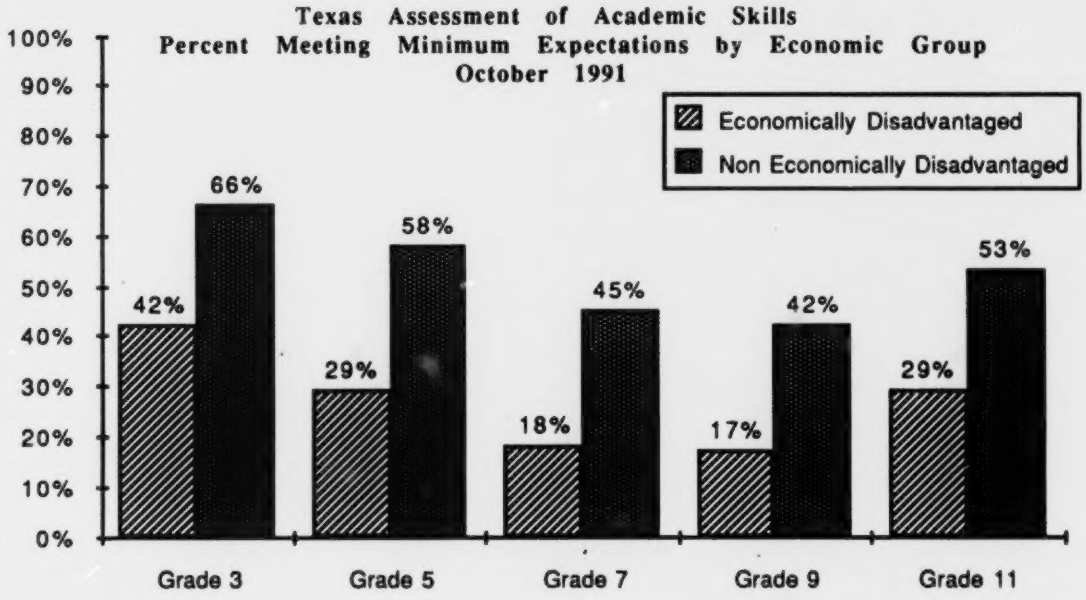
Differences in performance between special population students and students not in those categories suggest that a substantial shift must occur to encourage improvement in equity issues.

Categories of students considered as special populations include limited English proficient students (LEP) and students identified as at-risk of dropping out of school. Comparisons between special population students and students not in those categories reveal significant gaps that must be reduced to achieve educational equity for all students.

Limited English proficient students tested in October 1991 performed well below non-LEP students across all grades. Grade 3 reflected the least amount of disparity between LEP and non-LEP students with a student achievement gap of thirty percentage points. Grades 5, 7, 9, and 11 showed performance differences on all tests taken between thirty-three to forty-two percentage points.

Similar disparity was revealed between students identified as being at-risk of dropping out of school and those students not identified as at-risk. Differences of thirty-one to thirty-nine percentage points were noted between students identified as at-risk and those not identified at-risk across all grade levels in October 1991.

Economic Groups

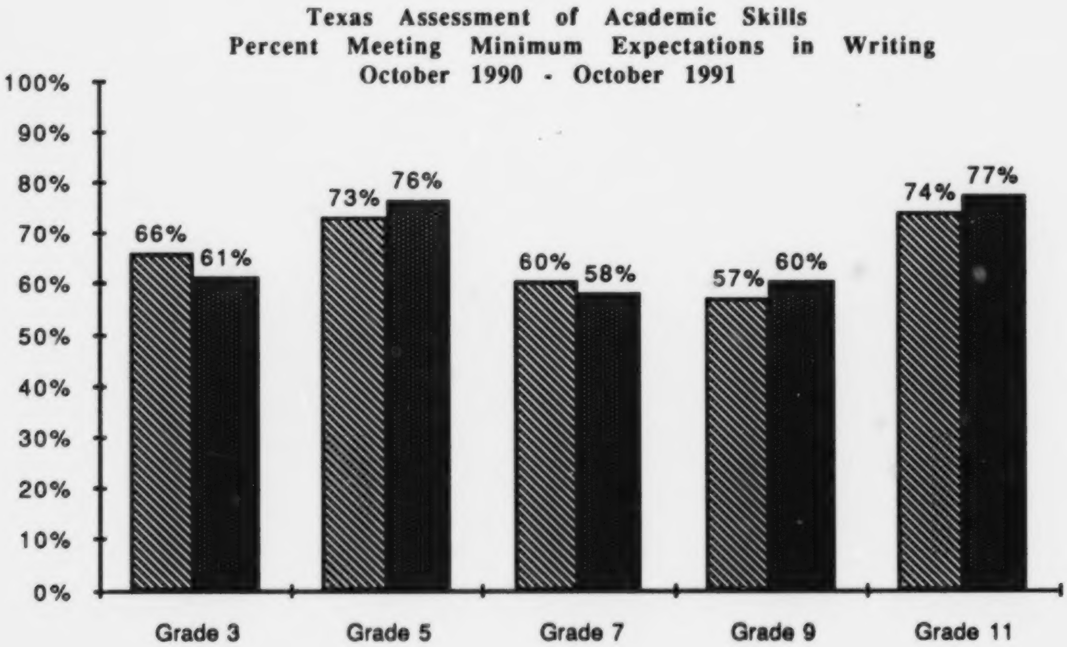


As shown in the preceding chart, students identified as economically disadvantaged through participation in a free or reduced price meal program showed passing rates twenty-four to twenty-nine percentage points lower than non-program participants. Likewise, students enrolled in a Chapter 1 Regular program generally achieved passing rates twenty-nine to forty percentage points lower than students not enrolled in a Chapter 1 Regular program.

SUBJECT AREA PERFORMANCE: WRITING

Statewide student performance in writing improved between October 1990 and 1991 in three of the five grade levels assessed.

The TAAS writing assessment required students to develop a written composition on a given topic and respond to a number of multiple-choice items related to appropriate use of language in the context of a written passage. Statewide performance in writing showed slight increases at Grades 5, 9, and 11, while student performance at Grades 3 and 7 showed declines from October 1990. Writing performance results from October 1991 indicate that Grades 5, 9, and 11 are making steady progress in student achievement while Grade 7 results reflect the lowest percentage of student success in the area of writing.



Writing: Written Composition Performance Assessment

The writing assessment requires students to produce a written essay in response to a specific topic or task. Throughout all grade levels assessed, student performance was consistently high on the written composition section of the writing test. Grade 5 students achieved the highest passing rate on the written composition (90%) of all grade levels tested compared to students at Grade 9 who experienced the lowest rate of success (76%).

Four of five grade levels assessed achieved a passing rate of eighty percent or higher on the written composition performance portion of the writing assessment.

Eighty-five percent of the Grade 11 students, eighty-six percent of the Grade 7 students, and eighty percent of Grade 3 students met minimum expectations on the written composition by achieving a score point of 2 or higher. Students participating in the Spanish version of the Grade 3 writing test do not have a written composition requirement.

An analysis of writing results by objective shows that the October 1991 performance results on the written composition were similar across ethnic groups.

While African American and Hispanic student success rates were generally lower than the success rates of white students in writing overall, the following table shows that performance results among all ethnic groups on the written composition were comparable. At Grade 7, for example, eighty-one percent of the African American students and eighty percent of the Hispanic students met minimum expectations on the written composition, compared with a ninety-one percent passing rate for white students.

Writing Objective Performance by Ethnic Group
October 1991

		Objective		
	Written Composition	5	6	7
Grade 3				
African American	70%	70%	72%	52%
Hispanic	74%	75%	70%	52%
White	86%	85%	88%	65%
Grade 5				
African American	86%	57%	72%	33%
Hispanic	87%	59%	74%	32%
White	94%	78%	87%	48%
Grade 7				
African American	81%	60%	34%	23%
Hispanic	80%	61%	51%	24%
White	91%	80%	71%	43%
Grade 9				
African American	69%	31%	52%	19%
Hispanic	67%	34%	60%	16%
White	85%	60%	84%	29%
Grade 11				
African American	80%	41%	74%	38%
Hispanic	79%	42%	77%	37%
White	89%	62%	93%	56%

As rates of success for written compositions are compared across grade levels, it is evident that the largest percentage of students achieved success on the written composition section by only meeting minimum expectations as represented by a rating of 2. As indicated in the table below, very few students were able to achieve a rating of 4 which signifies the highest level of written expression on the TAAS.

Percent of Students Achieving Each Written Composition Rating
October 1991

	1	2	3	4
Grade 3	20%	57%	20%	3%
Grade 5	10%	52%	35%	3%
Grade 7	14%	45%	33%	8%
Grade 9	23%	37%	33%	6%
Grade 11	15%	45%	36%	4%

Rating of 1 – **Response that attempts to address the task but is not successful**

Rating of 2 – **Response that is minimally successful at addressing the writing task; presents ideas with limited elaboration**

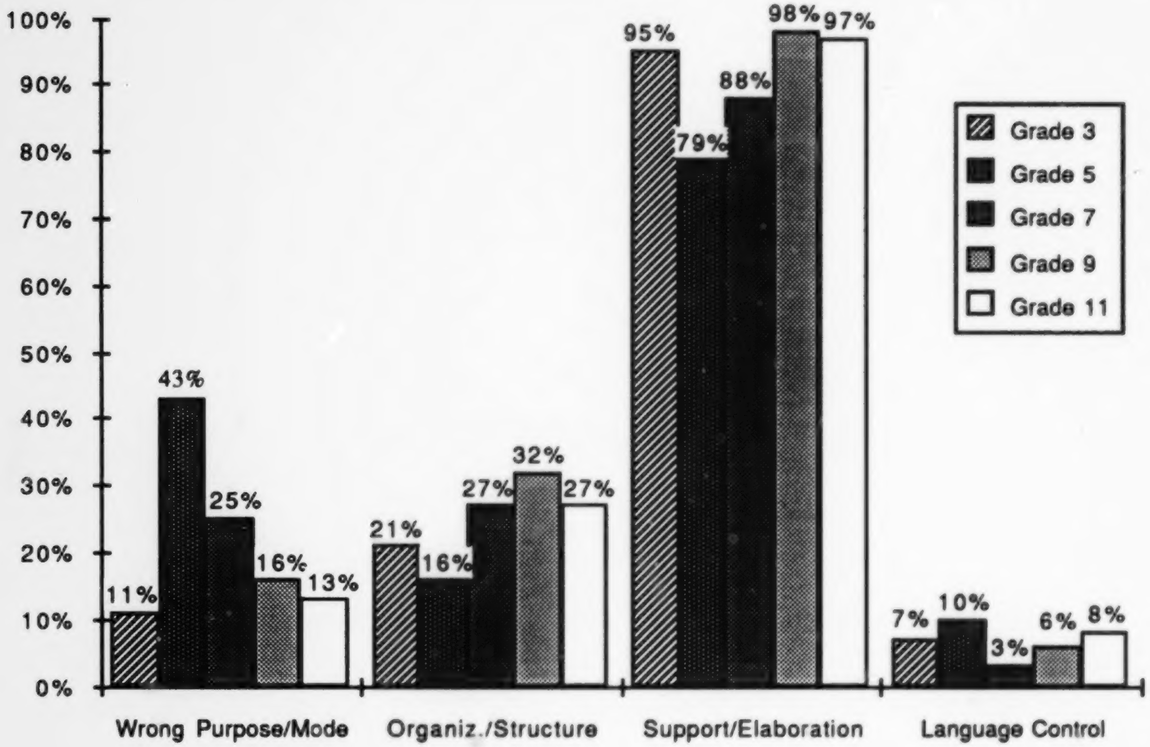
Rating of 3 – **Response that represents a good attempt at addressing the writing task; ideas are extended, organized and clearly stated; writer uses elaboration consistently**

Rating of 4 – **Response that is specific, and well elaborated with many ideas presented in a clear and logical manner; the composition reflects a high level of written expression**

The Written Composition Analytic Information Summary Reports reveal that the vast majority of essays which did not meet minimum expectations were lacking sufficient support and/or elaboration.

Written compositions identified as not meeting minimum expectations were analyzed to identify their specific areas of weakness. Essays receiving analytic scoring may have received annotations in more than one analytic category to indicate multiple remediation needs. The resulting analytic report was provided to campuses and districts for their information and to use as a tool in targeting instruction. The graph below illustrates the percent of compositions receiving analytic scoring for each annotation category across all grade levels.

Texas Assessment of Academic Skills
Analytic Categories for Written Compositions Receiving a Score of One
October 1991



Writing: Multiple-Choice Assessment

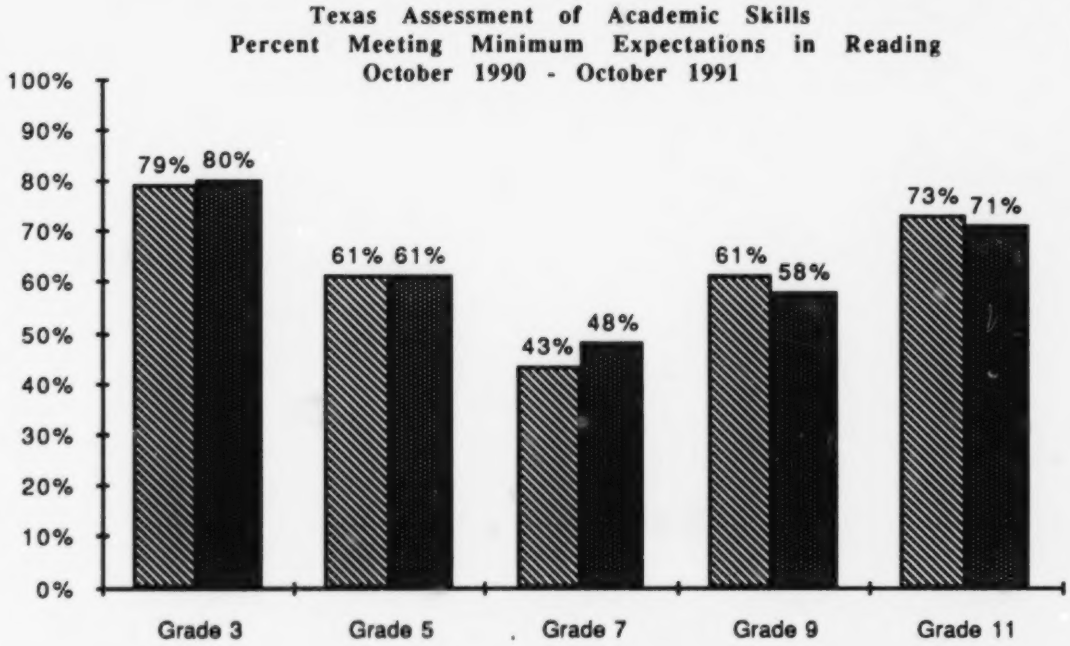
> Statewide student performance in October 1991 indicates that editing skills involving spelling, punctuation, and capitalization require further remediation at all grade levels.

When data from the written composition are compared with data from Objective 7 (spelling, punctuation, and capitalization), it appears that while students are succeeding at basic communication on a written composition, editing skills are not yet well-developed for students across grades. The written composition does not represent polished writing, and errors such as those tested in Objective 7 are not evaluated negatively unless they occur to such a degree that the composition's meaning is weakened.

SUBJECT AREA PERFORMANCE: READING

> The largest gain noted in the statewide results in October 1991 was a five percentage point improvement at Grade 7 for students meeting minimum expectations in reading.

The reading assessment measures the ability of students to read for a specific purpose and requires students to read selected passages and respond to multiple-choice questions based on information gained from the text. Comparisons of reading results across grades indicate that objective-level success rates varied widely across grade levels. For example, Grade 11 students had the most difficulty with the objective requiring students to recognize point of view, propaganda, fact and nonfact in a variety of written texts (40% mastery), while eighty-four percent of the Grade 3 students demonstrated mastery for this objective.

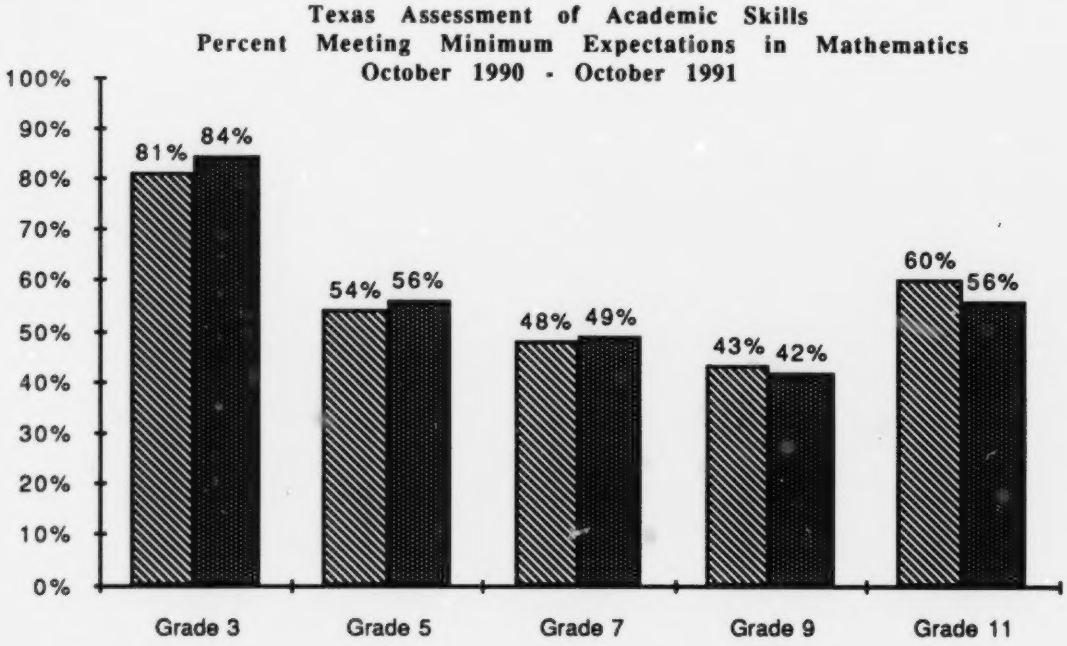

Texas Assessment of Academic Skills
Percent Meeting Minimum Expectations in Reading
October 1990 - October 1991

SUBJECT AREA PERFORMANCE: MATHEMATICS

The mathematics concepts assessed on the TAAS reflect skills students will need to compete in today's world. The development of student outcomes and expectations in mathematics mirror the high standards for student achievement set by the National Council of Teachers of Mathematics (NCTM).

> Statewide results indicate the lowest level of overall student success in October 1991 occurred in the area of mathematics.

No substantial growth was realized in mathematics between October 1990 and October 1991. Student performance in mathematics in October 1991 improved at Grades 3, 5, and 7 since October 1990, though passing rates declined slightly at Grades 9 and 11. The graph below presents the percent of students meeting minimum expectations in mathematics for the October 1990 and October 1991 administrations scored at the seventy percent standard.


Texas Assessment of Academic Skills
Percent Meeting Minimum Expectations in Mathematics
October 1990 - October 1991

Student performance in mathematics is assessed in three domains: Concepts, Operations, and Problem Solving. The instructional targets assessed in the Concepts domain include understanding of algebraic concepts, geometric properties and relationships, measurement concepts, and probability and statistics. Students demonstrate knowledge of addition, subtraction, multiplication, and division to solve problems in the Operations domain while students must employ various strategies and methods to solve mathematic problems in the Problem Solving domain.

Across grade levels, students performed more successfully on objectives in the Concepts Domain than on objectives in the Operations Domain, while the lowest objective-level mastery rates occurred in the Problem Solving domain. The Problem Solving domain represents assessment of higher order thinking skills including analysis and interpretation that have not been emphasized or tested in this manner in previous statewide assessment programs. Students across all grade levels experienced difficulty with Objective 11 which required students to identify appropriate strategies in developing solutions to mathematic problems.

REMEDIATION

Section 21.557 of the Texas Education Code mandates that remedial instruction must be offered for students that do not achieve the passing standard in a subject area.

More than fifty percent of the students tested in Grades 5, 7, 9, and 11 will require remediation in one or more subject areas.

At Grade 11, fifty-two percent of the students tested did not meet minimum expectations in one or more sections of the exit level test in October 1991. These students were provided retesting opportunities during the April 1992 and July 1992 exit level administrations. Grade 12 students requiring exit level retesting after the July 1992 administration will have two more testing opportunities to meet the TAAS graduation requirement before the end of their senior year.

Statewide, 166,172 Grade 9 students constituting sixty-six percent of the students tested, will need remediation in one or more subject areas. Planning for the instructional needs of the Grade 9 students requiring intensive remediation on the specific objectives and subject areas should begin to prepare them for the exit level TAAS test. The October 1991 TAAS administration identified the following numbers of students requiring remediation in one or more subject areas.

Number and Percentage of Students Needing Remediation
October 1991

	Number Failing One or More Tests	Percentage of Students Tested
Grade 3	108,768	44%
Grade 3 Spanish	9,716	67%
Grade 5	136,352	54%
Grade 7	160,016	65%
Grade 9	166,172	66%
Grade 11	98,024	52%

Section II

Overview

BACKGROUND

The Texas Assessment of Academic Skills (TAAS) testing program, implemented in the 1990-1991 school year, measures academic skills in writing, reading, and mathematics emphasizing the assessment of the student's higher order thinking and problem-solving skills. Its predecessors, the Texas Assessment of Basic Skills (TABS) testing program implemented in 1980 followed by the Texas Educational Assessment of Minimum Skills (TEAMS) program in 1985 measured minimum basic competencies in writing, reading, and mathematics.

TAAS extends and expands the previous statewide tests to address the academic requirements of the 1990's and beyond.

TAAS, like its predecessors, is a criterion-referenced test that relates test items to specific learning objectives. The TAAS objectives/instructional targets are drawn from the essential elements delineated in the *State Board of Education Rules for Curriculum*. Each subject area contains a certain number of broad objectives that are consistent from grade to grade. The instructional targets - or essential elements - that comprise each objective, however, differ from grade to grade. A portion of these instructional targets is selected for assessment annually, but the specific targets tested vary from year to year and not every instructional target is tested every year. The objectives and instructional targets for the TAAS test are outlined in the appropriate *TAAS Objectives and Measurement Specifications* for each grade and subject area tested.

The TAAS tests measure the objectives/instructional targets that should have been mastered in previous grades. For example, the Grade 5 TAAS test measured objectives based on essential elements through Grade 4. For Grades 3 (English only), 5, 7, 9, and exit level, students must demonstrate performance in writing by producing a written composition on a given topic. (The Grade 3 Spanish version and the exit level TEAMS test do not have a written composition requirement.)

In October 1991, TAAS was administered to approximately 1.2 million students in Grades 3, 5, 7, 9, and exit level. In addition, the Texas Educational Assessment of Minimum Skills (TEAMS) testing program continued at exit level for eligible individuals. (Section 101.2(e) of the Texas Administrative Code states that no exit level student is required to take an examination measuring objectives different from those assessed at the time the student was first eligible to take the exit level test.)

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Texas public high school students must pass all sections of the exit level test in order to be eligible to receive a Texas high school diploma. Section 21.551 of the Texas Education Code states that a student "may retake those sections of the assessment instrument on which [he/she] has not performed satisfactorily." It is intended that students have multiple opportunities to master the exit level test during their junior and senior years. Students eligible to take the exit level test were given an additional opportunity to test in July 1992. In addition, an individual who has fulfilled all graduation requirements except mastery of the exit level test may retake the section(s) not passed each time the test is administered.

FUTURE ASSESSMENT PROGRAM

In April 1992 the State Board of Education adopted the recommendations of the Committee on Student Learning and the Legislative Education Board to redesign the statewide assessment program. The 1992-1993 school year will begin the transition to the new assessment program which will measure a broader range of the curriculum and the essential elements. The primary focus of the redesigned testing program will be to provide achievement data for accountability purposes. In addition to the present content of reading, writing, and mathematics, the future assessment program when fully implemented will include assessments of science, social studies, computer literacy (computer-based technology), oral proficiency in a second language, and physical fitness/health (wellness). End-of-course tests will be developed in selected high school subjects to ensure that high standards are maintained in the Texas high school curricula across districts and campuses.

The redesigned assessment program will be primarily performance based, using measurement strategies that can be integrated into effective instructional programs. The assessments will be criterion-referenced and developmentally appropriate. Both the administration of the assessment instruments and the collection of achievement data from performance tasks will take place at the end of Grades 4, 8, and 10 (exit level).

DEVELOPMENT OF THE ASSESSMENT INSTRUMENTS AND TEST QUALITY

The TAAS testing program was developed through a comprehensive process with the goal of ensuring that assessment instruments of the highest quality were created, and that these instruments would accurately reflect what Texas students are being taught. Each test item was carefully examined for potential bias toward culture, ethnicity, or gender. For more detail regarding the development process of the TAAS program, please refer to Appendix B. Appendix C explains the measures used to ensure the validity and reliability of the test instruments.

PERFORMANCE STANDARDS

Minimum expectations represents the TAAS minimum accepted passing standard. In July 1990 the State Board of Education adopted a minimum expectations level equivalent to approximately 70% of the items correct on each subject area test. On the writing test the Board also required that student obtain at least a 2 on the written composition. An explanation of the measurement of TAAS writing skills is provided in Appendix D.

A scale score of 1500 for each subject area test was established to correspond to the minimum expectations level. The designation of a scale score of 1500 as the minimum expectations level remains constant across administrations. The 70% equivalent standard, however, was phased in and the 1991-1992 TAAS results were the first to reflect this standard. During the transition year of 1990-1991, the TAAS minimum expectations level was set at 65% for Grades 3 and 5 and 60% for Grades 7, 9, and exit level. In this volume, comparisons of TAAS results between the October 1990 and October 1991 administrations reflect results scored at the 70% equivalent standard.

Exit level students who were first eligible to test during the 1990-1991 school year and who did not meet the minimum expectations requirements or still need to take all sections of the test are evaluated with the 1990-1991 standard, in accordance with Section 101.2(e) of the Texas Administrative Code.

If a student masters all multiple-choice test objectives for a given subject area test, he or she has met the requirements for a higher level of achievement of mastering all objectives. For the writing test, a student must have also achieved a 3 or 4 on the written composition in order to attain this standard. In order to master a TAAS objective, a student must have answered correctly a specified number of multiple-choice test items. Appendix E outlines the TAAS performance standards for the 1991-1992 school year.

Academic Recognition, the highest level of excellence, is awarded to a student who mastered all objectives and answered correctly at least 95% of the items on each subject area test for all subject areas in addition to achieving a 4 on the written composition. This standard for academic recognition was implemented beginning in the 1991-1992 school year. Exit level students are eligible to receive Academic Recognition only if they are testing for the first time in all three subject areas.

In the 1990-1991 school year academic recognition was defined differently. Students who tested at this time received academic recognition if they mastered all objectives within a subject area and in writing if they also attained a 4 on the written composition.

For exit level TEAMS, students were required to answer correctly at least three of the four items measuring that objective in order to achieve objective mastery. For students who took the TEAMS exit level test for the first time in October 1988 or later, the minimum scale score required for mastery in English language arts and in mathematics is 700. A student who retakes one or both sections of the exit level test must meet the passing standard in effect when the student first attempted the exit level TEAMS test.

STUDENT PERFORMANCE MEASURES

There are several statistics reported in this publication that are useful in evaluating student performance.

Minimum Expectations: For the individual student, meeting minimum expectations in a subject area is reported with a "YES" or a "NO." This information is aggregated on the summary reports as the percent of students that met minimum expectations on all tests taken. In addition, the summary report also provides the percent of students who mastered all objectives on all tests taken.

Scale Score (TAAS): The scale score is a statistical conversion of the number of multiple-choice items correct (raw score). The Rasch item response theory model first is used to transform the number of items correct into an ability estimate for each student. A linear transformation of the Rasch ability scale is then used to derive the TAAS scale scores. For the writing test, the scale score computation also includes the rating (0-4) achieved on the written composition. TAAS scale scores range from below 1000 to above 2000. In each grade and subject area, a scale score of 1500 is equivalent to approximately 70% of the items correct based on the October 1990 test form.

The individual's scale score provides more information about the examinee's performance than just ascertaining whether the minimum expectations level has been met. It can be compared to the average scale score in order to draw conclusions about individual student performance. Likewise, the average scale score allows for comparisons among groups of students *within a given grade and subject area*. For a given grade and subject, equal differences in scale scores among groups of students reflect approximately equal differences in student performance.

Scale scores are not comparable across subject areas or across grade levels. For example, the scale score for Grade 3 mathematics does not represent the same information as the scale score for Grade 3 reading or for Grade 5 mathematics. However, the scale score adjusts for variations in test difficulty from year to year within a grade level. Therefore, it is possible to compare October 1991 student results with scale score results from the October 1990 administration or with achievement in subsequent years. Appendix F presents the TAAS raw score to scale score conversion tables for writing, reading, and mathematics at each grade level for the October 1991 and Spring 1992 administrations.

Scale Score (TEAMS): The TEAMS scale score has the same characteristics as the TAAS scale score. The maximum TEAMS scale score is 999, with 700 representing the equivalent of approximately 70% of the multiple-choice items correct.

TEST SECURITY

Both the Texas Assessment of Academic Skills (TAAS) and the Texas Educational Assessment of Minimum Skills (TEAMS) are secure testing programs as established by Section 21.556 of the Texas Education Code. Each person with access to test materials has the responsibility to maintain and preserve the security and confidential integrity of the TAAS and TEAMS tests in order to ensure a fair and standardized test administration.

Test security involves the ability to account for all secure materials before, during, and after test administration. Each test booklet has a unique security number printed on it. Test booklets are assigned to each campus by these unique security numbers. Confidential integrity involves protecting the contents of each test booklet and answer document to ensure that testing materials are not duplicated and that there is no unauthorized viewing of the contents of test booklets and answer documents.

Because of the importance of test security, the Texas Education Agency has identified possible penalties for violation of test administration procedures or test security regulations. Penalties to the professionals involved in test security violations are outlined below:

- a permanent reprimand affixed to the face of all Texas Teacher Certificates and other education credentials;
- a one-year suspension of all Texas Teacher Certificates and other education credentials;
- a permanent cancellation of all Texas Teacher Certificates and other education credentials.

Any irregularities in test security or confidential integrity may result in the invalidation of student results.

REPORT FORMAT

This report is organized by grade, so that Grades 3, 3 Spanish, 5, 7, 9, 11, and 12 each have a separate section. Each grade-level section contains the following:

- a narrative summary of performance of all students tested;
- statewide Summary Reports;
- statewide Written Composition Analytic Information Summary Report;
- statewide Demographic Performance Summary Report;
- a summary of aggregated district performance by demographic and regional variables (the District Analysis Report).

The narrative summary of performance, provided for each grade level, analyzes performance results for all students tested. The narrative summary highlights information found in the grade-level specific statewide Summary Reports, the Demographic Performance Summary Report, and the District Analysis Report. For Grades 3, 3 Spanish, 5, 7, 9, and 11, the narrative summary compares the results of the October 1990 and October 1991 administrations scored at the 70% standard. The Grade 11 exit level section also include analyses of the Spring 1992 and Summer 1992 Grade 11 TAAS results.

The Grade 12 narrative summary provides comparisons of Grade 12 student performance between the October 1991 and Spring 1992 administrations. An analysis of the exit level results for the first four exit level TAAS administrations is also included followed by a brief summary of the Grade 12 results from the Summer 1992 administration.

The statewide TAAS summary data are grouped into reports for all students, special education students, and nonspecial education students. The TAAS Summary Report is divided into two sections: test performance and group characteristics. The test performance section reports objective-level mastery, average scale score, as well as the number and percent of students meeting minimum expectations and mastering all objectives in each subject area. For the writing test, the Summary Report includes the number and percent of students attaining each written composition rating. The group characteristics section presents the number of answer documents submitted, the number of students tested, and the number of students exempt or absent from testing. In addition, under the group performance heading, the group characteristics section displays performance results by various demographic and program participation categories. A number of the demographic and program participation categories, denoted with an asterisk (*) on the Summary Report, reflect the student's status as of March 15, 1991, rather than the testing date. For each category, the number of students tested, the percent of students meeting minimum expectations on all tests taken and the percent of students mastering all objectives on all tests taken are reported.

The statewide Written Composition Analytic Information Summary Report is provided for each grade level, except Grade 3 Spanish which does not have a written composition requirement. Written compositions receiving ratings of 0 or 1 were scored analytically to provide specific reasons the composition did not meet the minimum expectations standard. The analytic information summary specifies the number of papers characterized by each of the analytic notations.

The Summary Reports are followed by the statewide Demographic Performance Summary Report, which provides detailed results for each demographic and program participation category. The Demographic Performance Summary is presented in a two-page format divided into two sections: writing/reading and mathematics. The number of students tested, the percent mastering each objective, average scale score, the percent meeting minimum expectations, and the percent mastering all objectives are reported by subject area for each demographic and program participation category.

The District Analysis Report provides TAAS results aggregated by various demographic groupings of school districts. Districts are grouped into a number of demographic categories, such as size, district type, property wealth per pupil, tax effort, and enrollment groupings. The District Analysis Report also includes results aggregated by the twenty education service center (ESC) regions. The District Analysis Report provides the following performance results for all students tested: the number of students tested, the percent meeting minimum expectations on all tests taken, scale scores by subject area, the scale score gain/loss between October 1990 and October 1991, and the number of students needing remediation in one or more subject areas. Appendix H provides an explanation of the demographic categories found in the District Analysis Report.

Performance results for Grade 11 and 12 students who took the exit level TEAMS test in October 1991 and Spring 1992 are summarized in Section V, "TEAMS Exit Level Results." TEAMS out-of-school examinee results are also analyzed briefly. The Grade 12 TEAMS Summary Reports for the October 1991 and Spring 1992 administrations aggregated for all students tested are included in Appendix I.

Appendix J includes the Grades 11 and 12 TAAS Summary Reports for the all students grouping for the Spring 1992 and July 1992 administrations.

Section III

Grade 11 Exit Level TAAS Results

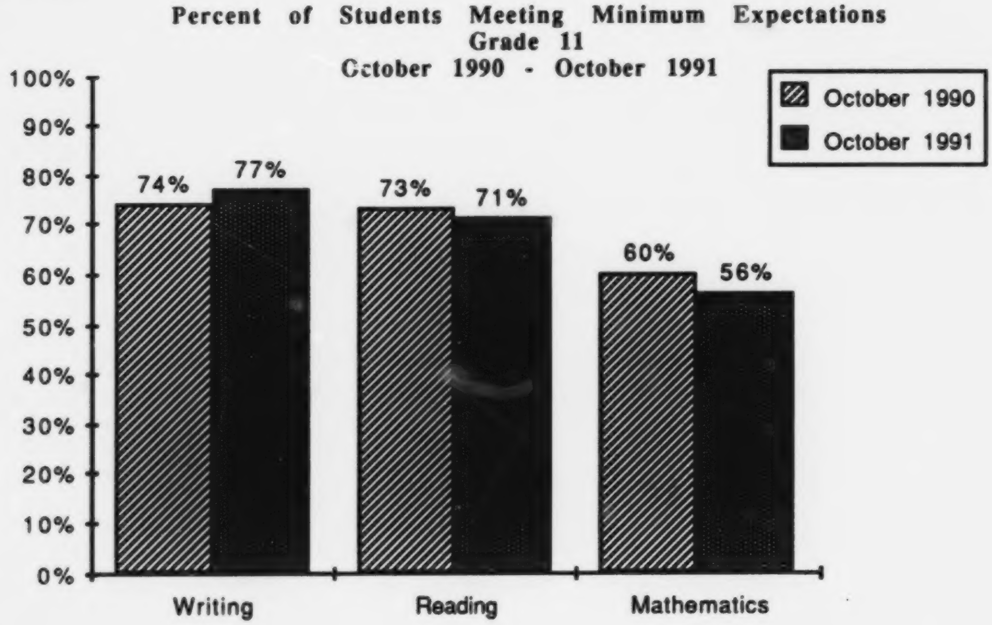
The results from the October 1991 exit level TAAS administration at Grade 11 identify subject areas where students are performing successfully and provide remediation information important in preparing students for retesting.

OCTOBER 1991 ADMINISTRATION

Beginning with the October 1991 administration Grade 11 students were required to answer the equivalent of seventy percent of the items correctly in order to meet minimum expectations. Forty-eight percent of the 187,015 students tested in October 1991 met the minimum expectations on all tests taken, a two percentage point decline from the October 1990 results rescored at the seventy percent standard. Six percent of the students mastered all objectives on all tests taken in October 1991, a two percentage point drop from the October 1990 results scored at the seventy percent standard.

> Despite improvements in writing between October 1990 and 1991, declines occurred at Grade 11 in reading and mathematics during the same period.

The following chart compares Grade 11 student performance between the October 1990 and October 1991 administrations by subject area at the 70% standard.



Percent of Students Meeting Minimum Expectations
Grade 11
October 1990 - October 1991

The table below provides the number of Grade 11 students tested statewide, the percent meeting minimum expectations, the average scale score, and the scale score gain/loss in each subject area between the October 1990 and October 1991 administrations. As evidenced by the results, mathematics requires substantial remediation to lessen the performance gap among the three subject areas.

Grade 11 Student Performance by Subject Area
October 1991

	Number Tested	% Meeting Minimum Expectations	Average Scale Score	Scale Score Gain (Loss) 1990-1991
Writing	181,531	77%	1633	21
Reading	180,759	71%	1600	(9)
Mathematics	182,573	56%	1547	(7)

Academic Recognition

> Grade 11 results from October 1991 illustrate the importance of encouraging students to set high educational goals in all subject areas.

Less than one percent of the students tested, or 884 students, achieved the highest level of performance on the exit level TAAS assessment in October 1991. Academic Recognition represents the highest level of proficiency for the TAAS assessment program achieved by scoring a 4 on the written composition, mastering all objectives, and answering at least 95% of the items correctly in all three subject areas.

SUBJECT AREA PERFORMANCE: WRITING

> A slight improvement in writing performance was realized at Grade 11 indicating that student exposure to various writing activities continued to increase.

Seventy-seven percent of the Grade 11 students tested in October 1991 met the passing standard in writing, which reflects a three percentage point gain when compared with the October 1990 results. Almost a quarter of the Grade 11 students (21%) achieved mastery of all objectives by mastering each of the multiple-choice writing objectives and scoring a 3 or 4 on the written composition.

Writing: Written Composition Performance Assessment

In October 1991, a greater percentage of students at Grade 11 met minimum expectations on the writing composition section of the test but at a lower level of proficiency, compared with October 1990 results.

In October 1991, Grade 11 students were required to write a persuasive composition in which they formulated a position on a particular issue and then presented convincing reasons in support of that position. A writing prompt is provided below which is similar to the types of writing tasks encountered on the TAAS.

> As a result of many serious motorcycle accidents, Texas lawmakers have passed a law which says that all motorcycle riders have to wear protective helmets. What is your position concerning this law? Write a letter to the editor of your local newspaper stating your position and supporting it with convincing reasons.

Eighty-five percent of the students met the minimum expectations on the written composition task, compared to eighty-four percent of the students tested in October 1990. However, the percent of students achieving a rating of 3 or 4 in October 1991 decreased six percentage points from October 1990.

The following table displays the percent of papers receiving each written composition rating for the October 1990 and October 1991 administrations. A description of the attributes of papers receiving each score point is provided in the writing subject area performance section of the Executive Summary.

Percent of Grade 11 Students Achieving Each Written Composition Rating

	1	2	3	4
October 1990	16%	38%	41%	5%
October 1991	15%	45%	36%	4%

Results from the October 1991 Grade 11 test indicate a lack of student understanding in applying appropriate elaboration in their writing.

Compositions unsuccessful in meeting minimum expectations received a rating of 0 or 1 and were analyzed to determine why they did not achieve the passing standard. A rating of 0 indicated that the composition could not be scored as written. Written compositions which earned a rating of 1 attempted to respond to the writing prompt but did not address the task adequately. Less than one percent of the Grade 11 written compositions received a rating of 0.

The majority of students who received a rating of 0 made no attempt to write a composition. Of the Grade 11 essays receiving a rating of 1, ninety-seven percent lacked sufficient support and elaboration and twenty-seven percent were annotated for lack of organization/structure.

Writing: Multiple-Choice Assessment

> Students at Grade 11 are improving editing skills but require additional instructional opportunities in recognizing proper sentence construction.

In the multiple-choice section of the writing test, Grade 11 students achieved the highest mastery rate (85%) on Objective 6, which requires students to recognize appropriate English usage within the context of a written passage. Objective 7 was the only Grade 11 writing objective that showed improvement between October 1990 and October 1991, gaining three percentage points since October 1990. Objective 7 requires students to recognize appropriate spelling, capitalization, and punctuation within the context of a written passage and constitutes the foundation skills necessary for editing. Performance on Objective 5, which requires students to recognize appropriate English usage within the context of a written passage, fell seven percentage points from October 1990.

Mastery of Writing Objectives

Objective	October 1990	October 1991
5. Sentence Construction	60%	53%
6. English Usage	86%	85%
7. Use of Spelling, Capitalization, and Punctuation	45%	48%

SUBJECT AREA PERFORMANCE: READING

> Students at Grade 11 encountered difficulty in recognizing point of view, propaganda, and fact or nonfact in selected readings.

Seventy-one percent of the students met minimum expectations in reading in October 1991, compared with a seventy-three percent passing rate in October 1990, rescored at the seventy percent standard. Twenty-six percent of the Grade 11 students mastered all of the objectives on the reading test in October 1991.

The mastery rates for Objectives 2 and 3 improved three and five percentage points, respectively, between October 1990 and October 1991, while Grade 11 performance dropped in the remaining four reading objectives. Objective 6, which required students to recognize point of view, propaganda, fact and nonfact in a variety of written texts had the lowest mastery rate (40%). Remediation is required in preparation for retesting to allow students many experiences in reading for a specific purpose.

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Mastery of Reading Objectives

Objective	October 1990	October 1991
1. Word Meaning	74%	69%
2. Supporting Ideas	83%	86%
3. Summarization	65%	70%
4. Relationships and Outcomes	85%	83%
5. Inferences and Generalizations	57%	55%
6. Point of View, Propaganda, and Fact and Nonfact	54%	40%

SUBJECT AREA PERFORMANCE: MATHEMATICS

> Achievement levels in mathematics showed slight drops in most objectives indicating a need for further development of students' problem-solving skills.

In October 1991, fifty-six percent of the eleventh graders tested met minimum expectations in mathematics, a four percentage point drop from the October 1990 results scored at the 70% standard. Fifteen percent of the Grade 11 students achieved mastery of all objectives, compared with eighteen percent of the students tested in October 1990.

In the Concepts domain, the lowest mastery rates occurred in Objective 4, which required students to demonstrate an understanding of measurement concepts using metric and customary units. Grade 11 results improved four percentage points since October 1990 on the objective requiring an understanding of geometric properties and relationships (Objective 3).

In the Operations domain, Grade 11 results were lowest in the multiplication objective (62% mastery), while performance on the division objective improved four percentage points since October 1990.

Although student performance was relatively similar across the three mathematics domains, two objectives in the Problem Solving domain measuring higher order thinking skills remain areas of focus for remediation. Objective 11 required students to use solution strategies for solving problems and exhibited the lowest mastery rate of any mathematics objective tested (50% mastery). The following test item is representative of a problem requiring the student to identify a solution strategy.

Elida plans to cut a wire that is 7 feet 6 inches long into 5 equal pieces. She wants to know the length of each piece before the cuts are made. Which expression could Elida use to find the length of each piece in ***inches***?

A (7 + 6 × 12) ÷ 5
B (7 + 6) ÷ 5
C (7 × 6 + 6) ÷ 12
D (7 × 36 + 6) ÷ 12
E* (7 × 12 + 6) ÷ 5

The mastery rates by objective in each mathematics domain are compared in the chart below for the October 1990 and 1991 administrations with the October 1990 results rescored to reflect the seventy percent passing standard.

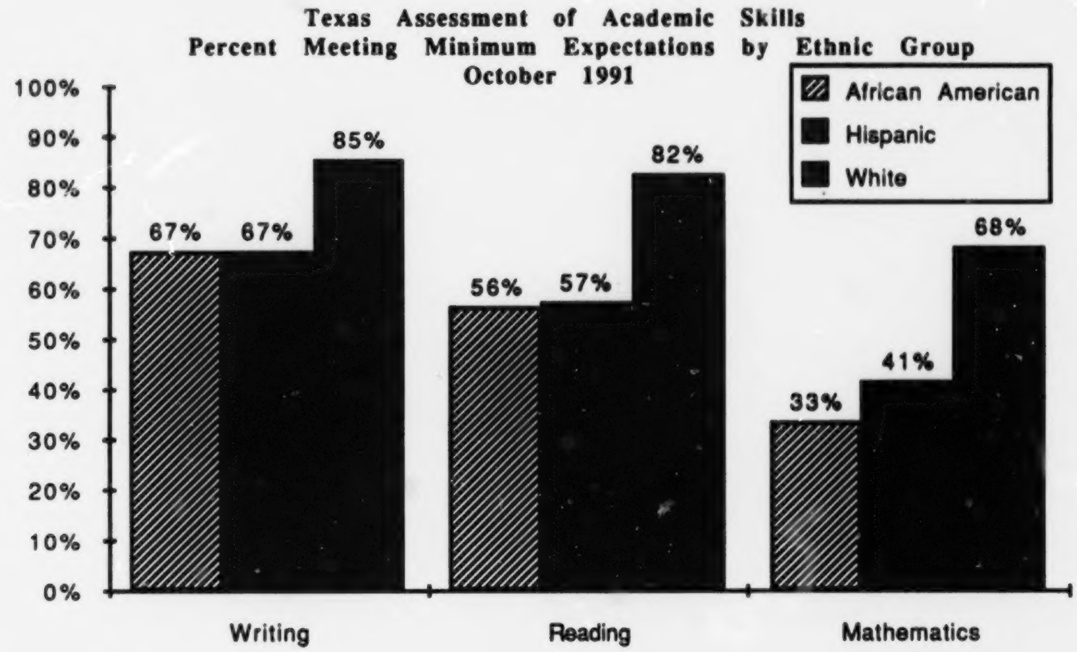
Mastery of Mathematics Objectives

Objective	October 1990	October 1991
Concepts Domain		
1. Number Concepts	67%	66%
2. Algebraic/Mathematical Relations and Functions	69%	65%
3. Geometric Properties and Relationships	65%	69%
4. Measurement Concepts	57%	55%
5. Probability and Statistics	72%	69%
Operations Domain		
6. Use of Addition to Solve Problems	81%	76%
7. Use of Subtraction to Solve Problems	75%	66%
8. Use of Multiplication to Solve Problems	68%	62%
9. Use of Division to Solve Problems	61%	65%
Problem Solving Domain		
10. Problem Solving using Estimation	67%	65%
11. Problem Solving using Solution Strategies	54%	50%
12. Problem Solving using Mathematical Representation	57%	52%
13. Evaluation of the Reasonableness of a Solution	64%	65%

DEMOGRAPHIC PERFORMANCE SUMMARY

Ethnic Groups

Performance gaps between ethnic populations at Grade 11 are closing in writing but continue to require attention in the areas of reading and mathematics.


Texas Assessment of Academic Skills
Percent Meeting Minimum Expectations by Ethnic Group
October 1991

Comparisons of results by ethnic groups show that African American student performance improved five percentage points in writing between October 1990 and October 1991. Hispanic students gained two percentage points while white students improved three percentage points in writing. The percent of African American and Hispanic students meeting minimum expectations in writing was lower than white students but the differences in performance among the three major ethnic groups were not as wide on the exit level written composition as they were on the overall writing assessment.

To illustrate this point, African American students had a passing rate eighteen percentage points lower than white students on the overall writing test. However, eighty percent of the African American students achieved a rating of 2 or higher on the written composition and when compared with the figure of eighty-nine percent for white students, this results in only a nine percentage point difference. Similarly, Hispanic students scored ten percentage points lower than white students on the written composition, compared with an eighteen percentage point difference on the overall writing test.

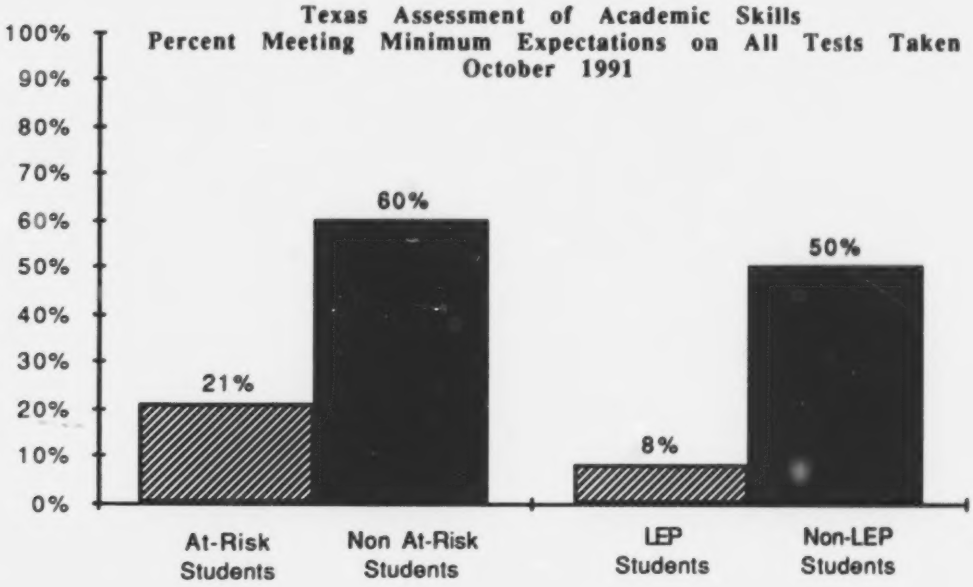
The following table represents the October 1991 performance of ethnic groups in the three subject area tests. As displayed in the table, writing was the only area where scale score gains were reflected. Writing assessments have been conducted in Texas for over a decade and, over time, have encouraged the development of well-defined instructional materials to strengthen student writing. The scale score gains noted in writing at Grade 11 among the three major ethnic groups may be a direct result of the considerable time spent and experience gained in the area of written expression over the last ten years.

Grade 11 Performance Results by Ethnic Group
October 1991

Ethnicity	Number Tested	% Meeting Minimum Expectations	Average Scale Score	Scale Score Gain (Loss) 1990-1991
African American				
Writing	22,380	67%	1571	20
Reading	22,197	56%	1514	(14)
Mathematics	22,676	33%	1444	(4)
Hispanic				
Writing	53,360	67%	1569	10
Reading	52,895	57%	1520	(12)
Mathematics	53,767	41%	1478	(11)
White				
Writing	98,481	85%	1680	28
Reading	98,383	82%	1662	(3)
Mathematics	98,805	68%	1603	(4)

Economic Groups

Equity gaps for special populations at Grade 11 are more pronounced than those noted among the three major ethnic groups.



Texas Assessment of Academic Skills
Percent Meeting Minimum Expectations on All Tests Taken
October 1991

Twenty-one percent of the Grade 11 students identified as at-risk of dropping out of school met minimum expectations on all tests taken, compared with a sixty percent passing rate for students not identified as at-risk. At-risk students achieved the highest passing rate in writing (57%) and had the most difficulty in mathematics (30%).

Eight percent of the 7,563 students identified as limited English proficient met minimum expectations on all tests taken compared with fifty percent of the students not identified as limited English proficient, as shown in the preceding chart.

The following tables display assessment results aggregated by participation in a free or reduced price meal program (economically disadvantaged) and/or the Chapter 1 Regular program.

Economically Disadvantaged	Number Tested	% Meeting Minimum Expectations	Average Scale Score	Scale Score Gain (Loss) 1990-1991
Participants				
Writing	38,486	64%	1556	12
Reading	38,251	52%	1500	(7)
Mathematics	38,745	38%	1465	(5)
Nonparticipants				
Writing	139,655	81%	1655	26
Reading	139,111	77%	1629	(4)
Mathematics	140,365	61%	1572	(3)
Chapter 1 Regular Program				
Participants				
Writing	3,595	53%	1513	17
Reading	3,592	35%	1436	(9)
Mathematics	3,628	24%	1410	7
Nonparticipants				
Writing	174,757	78%	1637	22
Reading	173,980	72%	1605	(8)
Mathematics	175,677	57%	1551	(7)

SPRING 1992 ADMINISTRATION

The spring 1992 administration represented the second opportunity for Grade 11 students to retest at the seventy percent standard. Eighty-six percent of the Grade 11 students testing in spring 1992 were retaking one or more sections of the test based on results received from the October 1991 administration.

> More than a third of the Grade 11 students tested met minimum expectations on all tests taken during the spring 1992 administration.

In spring 1992 the exit level TAAS test was administered to 95,568 Grade 11 students. Thirty-seven percent of the students achieved the passing standard on all tests attempted. The table below provides the number of Grade 11 students tested statewide, the number and percent meeting minimum expectations, and the average scale score in each subject area.

Grade 11 Student Performance by Subject Area
Spring 1992

	Total Tested	Met Minimum Expectations	Average Scale Score
Writing	43,641	23,918 (55%)	1516
Reading	54,009	24,532 (45%)	1476
Mathematics	79,420	29,899 (38%)	1455

SUBJECT AREA PERFORMANCE: WRITING

Writing: Written Composition Performance Assessment

Over three-quarters of the students who took the writing test in spring 1992 met minimum expectations on the written composition.

Fifty-five percent of the Grade 11 students tested in spring 1992 achieved the passing standard on the writing test. As in October 1991, Grade 11 students were required to write a persuasive composition in which they declared a position on a particular issue and then presented convincing reasons in support of that position. Seventy-six percent of the students met the minimum expectations on the written composition with twenty-seven percent of the Grade 11 students achieving a rating of 3 or 4 on the written composition.

Percent of Grade 11 Students Achieving Each Written Composition Rating

	1	2	3	4
Spring 1992	24%	49%	25%	2%

Twenty-four percent of the unsuccessful Grade 11 compositions received a rating of 1 with over ninety-eight percent of these papers annotated as lacking sufficient support and elaboration.

Writing: Multiple-Choice Assessment

Remediation in the areas of spelling, punctuation, and capitalization is required to increase written communication skills.

In the multiple-choice section of the writing test, Grade 11 students achieved the highest mastery rates (75%) on Objective 6, which required students to recognize appropriate English usage within the context of a written passage.

Grade 11 students continued to have difficulty with Objective 7 which required students to recognize appropriate spelling, capitalization, and punctuation within the context of a written passage (29% mastery). Remediation for this objective could include practice in editing peer compositions while emphasizing locating, correcting, and categorizing errors.

Mastery of Writing Objectives

Objective	Spring 1992
5. Sentence Construction	37%
6. English Usage	75%
7. Use of Spelling, Capitalization, and Punctuation	29%

SUBJECT AREA PERFORMANCE: READING

Students participating in the reading test at Grade 11 achieved higher levels of success in recognizing word meanings, supporting ideas, identifying relationships, and predicting outcomes in spring 1992.

Forty-five percent of the students met the minimum expectations in reading, while only seven percent of the students mastered all of the reading objectives. Grade 11 students had the most difficulty in spring 1992 on Objective 5 which required students to analyze information in a variety of written texts to make inferences and generalizations.

Mastery of Reading Objectives

Objective	Spring 1992
1. Word Meaning	60%
2. Supporting Ideas	73%
3. Summarization	33%
4. Relationships and Outcomes	72%
5. Inferences and Generalizations	26%
6. Point of View, Propaganda, and Fact and Nonfact	34%

SUBJECT AREA PERFORMANCE: MATHEMATICS

Across the three mathematics domains, Grade 11 students achieved the lowest rates of success in the Problem Solving domain.

In spring 1992, thirty-eight percent of the eleventh graders tested met minimum expectations in mathematics with three percent mastering each of the thirteen mathematics objectives.

Grade 11 students had the least difficulty on Objective 5 in the Concepts domain which required an understanding of probability and statistics. The lowest mastery rates occurred in Objective 4, which required students to demonstrate an understanding of measurement concepts using metric and customary units.

An equal percentage of students at Grade 11 had difficulty with the use of subtraction or division for problem solving with Objectives 7 and 9 each achieving a forty-four percent mastery rate. As in the October 1991 administration, the lowest mastery rate occurred in the Problem Solving domain on Objective 11 which required students to determine solution strategies and analyze or solve problems (38% mastery).

Mastery of Mathematics Objectives

Objective	Spring 1992
Concepts Domain	
1. Number Concepts	52%
2. Algebraic/Mathematical Relations and Functions	52%
3. Geometric Properties and Relationships	47%
4. Measurement Concepts	43%
5. Probability and Statistics	59%
Operations Domain	
6. Use of Addition to Solve Problems	69%
7. Use of Subtraction to Solve Problems	44%
8. Use of Multiplication to Solve Problems	59%
9. Use of Division to Solve Problems	44%
Problem Solving Domain	
10. Problem Solving using Estimation	52%
11. Problem Solving using Solution Strategies	38%
12. Problem Solving using Mathematical Representation	45%
13. Evaluation of the Reasonableness of a Solution	58%

DEMOGRAPHIC PERFORMANCE SUMMARY

Performance differences among ethnic groups persisted in the spring 1992 administration at Grade 11.

Comparisons of results by ethnic groups indicate that differences in performance still exist among African American, Hispanic, and white students. Twenty-five percent of the African American students and thirty percent of the Hispanic students met minimum expectations on all tests taken, compared with a forty-eight percent passing rate for white students. The largest differences in performance among the ethnic groups was seen on the reading assessment. The following table represents the spring 1992 performance of ethnic groups in the three subject area tests.

Grade 11 Performance Results by Ethnic Group
Spring 1992

Ethnicity	Number Tested	% Meeting Minimum Expectations	Average Scale Score
African American			
Writing	7,057	50%	1498
Reading	9,506	38%	1453
Mathematics	14,133	26%	1415
Hispanic			
Writing	18,369	49%	1492
Reading	23,508	37%	1447
Mathematics	31,248	33%	1438
White			
Writing	15,673	65%	1556
Reading	18,089	61%	1529
Mathematics	30,894	47%	1491

REMEDIATION

Remediation information gained from TAAS results must be applied to instructional programs to assure the adequate preparation of students for retesting.

Section 21.553 of the Texas Education Code states that an individual must demonstrate mastery of the exit level examination in order to be eligible to receive a Texas high school diploma. Fifty-two percent of the Grade 11 students tested in October 1991 and sixty-three percent of the Grade 11 students tested in spring 1992 required remediation in one or more subject areas. Section 21.557 of the Texas Education Code requires districts to provide remedial instruction for students failing any section of the TAAS test.

Grade 11 Students Requiring Remediation

October 1991		
Failed One Test Only	44,407	24%
Failed Two Tests Only	30,337	16%
Failed All Three Tests	23,280	12%
Total	98,024	52%
Spring 1992		
Failed One Test Only	32,680	34%
Failed Two Tests Only	17,683	18%
Failed All Three Tests	10,225	11%
Total	60,588	63%

JULY 1992 ADMINISTRATION

Beginning in July 1992, the summer administration of the TAAS exit level test was made available to any Grade 11 or 12 student eligible to test. Following the spring 1992 administration, 60,588 Grade 11 students still needed to pass one or more sections. 49,548 Grade 11 students registered for the July administration, and 35,273 students were actually tested. More than 14,000 Grade 11 students who had registered for the test did not report to the testing site on the day of the administration.

Of the 35,273 Grade 11 students tested, 9,388, or 27% met minimum expectations on all tests taken, thus fulfilling their TAAS exit level requirement for a Texas high school diploma. The table below provides the number of Grade 11 students tested statewide, the number and percent meeting minimum expectations, and the average scale score in each subject area in July 1992.

Grade 11 Student Performance by Subject Area
July 1992

	Total Tested	Met Minimum Expectations	Average Scale Score
Writing	9,620	2,792 (29%)	1432
Reading	16,643	5,152 (31%)	1424
Mathematics	28,662	7,849 (27%)	1424

In July 1992, seventy-three percent of the Grade 11 students tested failed to meet minimum expectations in one or more subject areas. The following table illustrates the number and percent of students failing to meet minimum expectations in one test only, two tests only, or all three subject area tests.

Grade 11 Students Requiring Remediation
July 1992

Failed One Test Only	15,874	(45%)
Failed Two Tests Only	6,775	(19%)
Failed All Three Tests	3,236	(9%)
Total	25,885	(73%)

Beginning with the 1992-1993 school year, approximately 51,000 Grade 12 students will still need to pass one or more sections of TAAS. These students will have two more opportunities to meet minimum expectations before the end of their senior year in May 1993.

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT

GRADE: **11-EXIT LEVEL** | **ALL STUDENTS** | REPORT DATE: **DECEMBER 1991**

DATE OF TESTING: **OCTOBER 1991**

STATEWIDE

TEST PERFORMANCE

	MASTERING NUMBER	MASTERING PERCENT
WRITING		
WRITTEN COMMUNICATION		
1-4 WRITTEN COMPOSITION - PERSUASIVE	71952	40

RATING:	0	1	2	3	4
NUMBER:	449	27774	81356	65569	6383
PERCENT:	0	15	45	36	4

	MASTERING NUMBER	MASTERING PERCENT
5. SENTENCE CONSTRUCTION	96974	53
6. ENGLISH USAGE	154481	85
7. USE OF SPELLING, CAPITALIZATION, AND PUNCTUATION	87397	48

NUMBER TESTED IN WRITING: 181531
AVERAGE SCALE SCORE: 1633

	NUMBER	PERCENT
TOTAL WRITING: MET MINIMUM EXPECTATIONS	139991	77
MASTERED ALL OBJECTIVES	38360	21

	MASTERING NUMBER	MASTERING PERCENT
READING		
READING COMPREHENSION		
1. WORD MEANING	125181	69
2. SUPPORTING IDEAS	155127	86
3. SUMMARIZATION	127048	70
4. RELATIONSHIPS AND OUTCOMES	149901	83
5. INFERENCES AND GENERALIZATIONS	99138	55
6. POINT OF VIEW, PROPAGANDA, AND FACT AND NONFACT	72964	40

NUMBER TESTED IN READING: 180759
AVERAGE SCALE SCORE: 1600

	NUMBER	PERCENT
TOTAL READING: MET MINIMUM EXPECTATIONS	128378	71
MASTERED ALL OBJECTIVES	47245	26

	MASTERING NUMBER	MASTERING PERCENT
MATHEMATICS		
CONCEPTS		
1. NUMBER CONCEPTS	120801	66
2. ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	119183	65
3. GEOMETRIC PROPERTIES AND RELATIONSHIPS	125715	69
4. MEASUREMENT CONCEPTS	100551	55
5. PROBABILITY AND STATISTICS	126824	69
OPERATIONS		
6. USE OF ADDITION TO SOLVE PROBLEMS	138352	76
7. USE OF SUBTRACTION TO SOLVE PROBLEMS	121133	66
8. USE OF MULTIPLICATION TO SOLVE PROBLEMS	112481	62
9. USE OF DIVISION TO SOLVE PROBLEMS	118350	65
PROBLEM SOLVING		
10. PROBLEM SOLVING USING ESTIMATION	119350	65
11. PROBLEM SOLVING USING SOLUTION STRATEGIES	91715	50
12. PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	94946	52
13. EVALUATION OF THE REASONABLENESS OF A SOLUTION	118124	65

NUMBER TESTED IN MATHEMATICS: 182573
AVERAGE SCALE SCORE: 1547

	NUMBER	PERCENT
TOTAL MATHEMATICS: MET MINIMUM EXPECTATIONS	101573	56
MASTERED ALL OBJECTIVES	28128	15

GROUP CHARACTERISTICS

	NUMBER	PERCENT
Total Answer Documents Submitted	202361	100
Students Absent From All Tests	4767	2
Students Exempt From All Tests: ARD	8915	4
Other Students Not Tested	1664	1
Number Of Students Tested	187015	92

GROUP PERFORMANCE

- = no data reported for fewer than five students
* = status as of March 15, 1991

		NUMBER TESTED	ALL TESTS TAKEN % MEETING MINIMUM EXPECTATIONS	ALL TESTS TAKEN % MASTERING ALL OBJECTIVES
All Students		187015	48	6
Male		92416	49	6
Female		94249	46	6
Native American		445	46	6
Asian		5028	62	15
African American		23312	27	2
Hispanic		55350	32	2
White		100803	60	9
*Economically Disadvantaged:	Yes	39807	29	2
	No	143571	53	8
*Chapter 1 Regular Program:	Yes	3734	15	1
	No	179855	49	6
*Migrant Status:	Former	1901	26	1
	Current	2180	21	1
	Nonmigrant	176075	48	6
*Chapter 1 Migrant:	Remedial Writing	199	13	0
	Remedial Reading	820	16	1
	Remedial Mathematics	469	16	1
	Eligible Nonparticipants	2361	25	1
*Limited English Proficient:	Yes	7812	8	0
	No	175063	50	7
*Bilingual/ESL Program:	Bilingual	221	11	0
	ESL	5758	6	0
	Neither	177731	49	7
*Special Education:	Learning Disability	3775	9	0
	Emotionally Disturbed	721	19	2
	Speech Handicapped	309	22	3
	Visually Handicapped	84	23	2
	Other Handicap Condition	637	24	1
	Not In Special Education	178108	49	7
*Gifted-Talented Program:	Yes	16550	91	30
	No	166432	44	4
*At-Risk:	Yes	54487	21	1
	No	127724	60	9
*Continuous Enrollment:	One Year	15776	42	4
	Two Years	15040	48	6
	Three Years	13138	44	6
	Four Years	10322	51	7
	Five Years	6623	51	7
	More Than Five Years	105913	49	7
*Vocational Education:	Yes	65704	36	3
	No	113633	55	8
*Graduation Plan:	Advanced H.S. Honors Program	21621	91	25
	Advanced H.S. Program	38985	64	6
	H.S. Program(Regular)	107773	34	3
Nonstandard Administration In Mathematics		133	14	2

FIGURE 1

BEST COPY AVAILABLE

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT

GRADE: **11-EXIT LEVEL**

SPECIAL EDUCATION STUDENTS

REPORT DATE: **DECEMBER 1991**

DATE OF TESTING: **OCTOBER 1991**

STATEWIDE

TEST PERFORMANCE

	MASTERING NUMBER	MASTERING PERCENT
WRITING		
WRITTEN COMMUNICATION		
1-4. WRITTEN COMPOSITION - PERSUASIVE	658	14

RATING:	0	1	2	3	4
NUMBER:	44	2065	1997	632	26
PERCENT:	1	43	42	13	1

	MASTERING NUMBER	MASTERING PERCENT
5. SENTENCE CONSTRUCTION	907	19
6. ENGLISH USAGE	2813	59
7. USE OF SPELLING, CAPITALIZATION, AND PUNCTUATION	768	16

NUMBER TESTED IN WRITING: 4764
AVERAGE SCALE SCORE: 1456

TOTAL WRITING: MET MINIMUM EXPECTATIONS	1786	37
MASTERED ALL OBJECTIVES	152	3

	MASTERING NUMBER	MASTERING PERCENT
READING		
READING COMPREHENSION		
1. WORD MEANING	1965	41
2. SUPPORTING IDEAS	3017	63
3. SUMMARIZATION	1845	39
4. RELATIONSHIPS AND OUTCOMES	2476	52
5. INFERENCES AND GENERALIZATIONS	1132	24
6. POINT OF VIEW, PROPAGANDA, AND FACT AND NONFACT	836	17

NUMBER TESTED IN READING: 4785
AVERAGE SCALE SCORE: 1412

TOTAL READING: MET MINIMUM EXPECTATIONS	1627	34
MASTERED ALL OBJECTIVES	341	7

	MASTERING NUMBER	MASTERING PERCENT
MATHEMATICS		
CONCEPTS		
1. NUMBER CONCEPTS	1766	36
2. ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	1712	35
3. GEOMETRIC PROPERTIES AND RELATIONSHIPS	2057	43
4. MEASUREMENT CONCEPTS	1349	28
5. PROBABILITY AND STATISTICS	2272	47
OPERATIONS		
6. USE OF ADDITION TO SOLVE PROBLEMS	2189	45
7. USE OF SUBTRACTION TO SOLVE PROBLEMS	1719	36
8. USE OF MULTIPLICATION TO SOLVE PROBLEMS	1541	32
9. USE OF DIVISION TO SOLVE PROBLEMS	1533	32
PROBLEM SOLVING		
10. PROBLEM SOLVING USING ESTIMATION	1984	41
11. PROBLEM SOLVING USING SOLUTION STRATEGIES	940	19
12. PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	1053	22
13. EVALUATION OF THE REASONABLENESS OF A SOLUTION	1983	41

NUMBER TESTED IN MATHEMATICS: 4840
AVERAGE SCALE SCORE: 1361

TOTAL MATHEMATICS: MET MINIMUM EXPECTATIONS	910	19
MASTERED ALL OBJECTIVES	118	2

GROUP CHARACTERISTICS

	NUMBER	PERCENT
Total Answer Documents Submitted	13917	100
Students Absent From All Tests	417	3
Students Exempt From All Tests: ARD	8152	59
Other Students Not Tested	118	1
Number Of Students Tested	5230	38

GROUP PERFORMANCE

- = no data reported for fewer than five students
* = status as of March 15, 1991

		NUMBER TESTED	ALL TESTS TAKEN % MEETING MINIMUM EXPECTATIONS	% MASTERING ALL OBJECTIVES
All Students		5230	13	1
Male		3435	13	1
Female		1789	13	1
Native American		14	29	0
Asian		51	25	0
African American		658	6	0
Hispanic		1491	8	0
White		3006	17	1
*Economically Disadvantaged:	Yes	1397	7	0
	No	3805	16	1
*Chapter 1 Regular Program:	Yes	156	5	1
	No	5050	13	1
*Migrant Status:	Former	50	10	0
	Current	49	2	0
	Nonmigrant	4990	13	1
*Chapter 1 Migrant:	Remedial Writing	8	0	0
	Remedial Reading	26	4	0
	Remedial Mathematics	15	0	0
	Eligible Nonparticipants	53	9	0
*Limited English Proficient:	Yes	219	2	0
	No	4957	14	1
*Bilingual/ESL Program:	Bilingual	8	0	0
	ESL	141	1	0
	Neither	5048	14	1
*Special Education:	Learning Disability	3775	9	0
	Emotionally Disturbed	721	19	2
	Speech Handicapped	309	22	3
	Visually Handicapped	84	23	2
	Other Handicap Condition	637	24	1
	Not In Special Education	0	-	-
*Gifted-Talented Program:	Yes	54	65	15
	No	5131	13	0
*At-Risk:	Yes	2729	9	0
	No	2453	18	1
*Continuous Enrollment:	One Year	431	14	0
	Two Years	362	14	1
	Three Years	347	13	1
	Four Years	364	14	1
	Five Years	208	14	1
	More Than Five Years	2964	13	1
*Vocational Education:	Yes	2866	10	0
	No	2218	17	1
*Graduation Plan:	Advanced H.S. Honors Program	56	82	16
	Advanced H.S. Program	246	43	2
	H.S. Program(Regular)	4320	11	0

FIGURE 2

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT

GRADE: **11-EXIT LEVEL**

#NON SPECIAL EDUCATION STUDENTS

REPORT DATE: **DECEMBER 1991**

DATE OF TESTING: **OCTOBER 1991**

STATEWIDE

TEST PERFORMANCE

WRITING
WRITTEN COMMUNICATION

	MASTERING NUMBER	MASTERING PERCENT
1-4 WRITTEN COMPOSITION - PERSUASIVE	71294	40

RATING:	0	1	2	3	4
NUMBER:	405	25709	79358	64937	6357
PERCENT:	0	15	45	37	4

	MASTERING NUMBER	MASTERING PERCENT
5 SENTENCE CONSTRUCTION	96067	54
6 ENGLISH USAGE	151667	86
7. USE OF SPELLING, CAPITALIZATION, AND PUNCTUATION	86629	49

NUMBER TESTED IN WRITING: 176766
AVERAGE SCALE SCORE: 1637

TOTAL WRITING: MET MINIMUM EXPECTATIONS	138205	78
MASTERED ALL OBJECTIVES	38208	22

READING
READING COMPREHENSION

	MASTERING NUMBER	MASTERING PERCENT
1. WORD MEANING	123216	70
2 SUPPORTING IDEAS	152109	86
3 SUMMARIZATION	125203	71
4 RELATIONSHIPS AND OUTCOMES	147428	84
5. INFERENCES AND GENERALIZATIONS	98006	56
6. POINT OF VIEW, PROPAGANDA, AND FACT AND NONFACT	72128	41

NUMBER TESTED IN READING: 175973
AVERAGE SCALE SCORE: 1605

TOTAL READING: MET MINIMUM EXPECTATIONS	126751	72
MASTERED ALL OBJECTIVES	46904	27

MATHEMATICS

	MASTERING NUMBER	MASTERING PERCENT
CONCEPTS		
1. NUMBER CONCEPTS	119034	67
2. ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	117471	66
3. GEOMETRIC PROPERTIES AND RELATIONSHIPS	123658	70
4. MEASUREMENT CONCEPTS	99201	56
5. PROBABILITY AND STATISTICS	124551	70
OPERATIONS		
6. USE OF ADDITION TO SOLVE PROBLEMS	136163	77
7. USE OF SUBTRACTION TO SOLVE PROBLEMS	119413	67
8. USE OF MULTIPLICATION TO SOLVE PROBLEMS	110940	62
9. USE OF DIVISION TO SOLVE PROBLEMS	116817	66
PROBLEM SOLVING		
10. PROBLEM SOLVING USING ESTIMATION	117365	66
11. PROBLEM SOLVING USING SOLUTION STRATEGIES	90775	51
12. PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	93892	53
13. EVALUATION OF THE REASONABLENESS OF A SOLUTION	116140	65

NUMBER TESTED IN MATHEMATICS: 177732
AVERAGE SCALE SCORE: 1552

TOTAL MATHEMATICS: MET MINIMUM EXPECTATIONS	100663	57
MASTERED ALL OBJECTIVES	28010	16

GROUP CHARACTERISTICS

	NUMBER	PERCENT
Total Answer Documents Submitted	188443	100
Students Absent From All Tests	4350	2
Students Exempt From All Tests: ARD	763	0
Other Students Not Tested	1546	1
Number Of Students Tested	181784	96

GROUP PERFORMANCE

- = no data reported for fewer than five students
* = status as of March 15, 1991

		NUMBER TESTED	ALL TESTS TAKEN % MEETING MINIMUM EXPECTATIONS	ALL TESTS TAKEN % MASTERING ALL OBJECTIVES
All Students		181784	49	6
Male		88981	50	6
Female		92459	47	6
Native American		431	46	6
Asian		4977	63	15
African American		22654	28	2
Hispanic		53858	33	2
White		97799	62	9
*Economically Disadvantaged:	Yes	38410	30	2
	No	139765	56	8
*Chapter 1 Regular Program:	Yes	3578	15	1
	No	174804	50	7
*Migrant Status:	Former	1851	26	1
	Current	2131	21	1
	Nonmigrant	171084	49	7
*Chapter 1 Migrant:	Remedial Writing	191	14	0
	Remedial Reading	794	17	1
	Remedial Mathematics	454	16	1
	Eligible Nonparticipants	2308	25	1
*Limited English Proficient:	Yes	7593	8	0
	No	170105	51	7
*Bilingual/ESL Program:	Bilingual	213	11	0
	ESL	5617	6	0
	Neither	172682	50	7
*Special Education:	Learning Disability	0	-	-
	Emotionally Disturbed	0	-	-
	Speech Handicapped	0	-	-
	Visually Handicapped	0	-	-
	Other Handicap Condition	0	-	-
	Not In Special Education	178108	49	7
*Gifted-Talented Program:	Yes	16496	91	31
	No	161300	45	4
*At-Risk:	Yes	51757	21	1
	No	125271	60	9
*Continuous Enrollment:	One Year	15344	43	4
	Two Years	14678	49	6
	Three Years	12791	45	6
	Four Years	9958	52	7
	Five Years	6415	53	7
	More Than Five Years	102948	50	7
*Vocational Education:	Yes	62837	38	3
	No	111415	55	8
*Graduation Plan:	Advanced H.S. Honors Program	21565	91	25
	Advanced H.S. Program	38739	64	6
	H.S. Program(Regular)	103452	35	3
#Students With No Information Provided As To Special Education Status		3676	28	2

FIGURE 3

TAAS TEXAS ASSESSMENT OF ACADEMIC SKILLS

WRITTEN COMPOSITION ANALYTIC INFORMATION SUMMARY REPORT

GRADE: 11-EXIT LEVEL

DISTRICT: STATEWIDE

CAMPUS:

REPORT DATE: DECEMBER 1991

DATE OF TESTING: OCTOBER 1991

PAPERS RECEIVING WRITTEN COMPOSITION RATINGS OF 0 OR 1 WERE SCORED ANALYTICALLY. FOR EACH CATEGORY THE NUMBER OF PAPERS HAVING THAT DEFICIENCY IS INDICATED. A STUDENT'S PAPER MAY BE LISTED IN MORE THAN ONE CATEGORY. PAPERS RECEIVING WRITTEN COMPOSITION RATINGS OF 2, 3 OR 4 WERE NOT SCORED ANALYTICALLY.

ANALYTIC CATEGORY	NUMBERS OF PAPERS	
	RATING OF 0	RATING OF 1
Used wrong purpose	17	3647
Lacked organization/structure	13	7520
Lacked support/elaboration	24	26897
Lacked language control	14	2212
Wrote off topic	31	
No writing attempted	357	
Wrote in a foreign language	17	
Paper was illegible/incoherent	5	
Did not write enough to score	26	
Copied the prompt	5	
Explicitly refused to write	8	

WRITTEN COMPOSITION RATING SUMMARY

RATING:	0	1	2	3	4	TOTAL
NUMBER:	449	27774	81356	65569	6383	181531
PERCENT:	0	15	45	36	4	

FIGURE 4

TAAS

02/23/92

TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS

PAGE 1 OF 2

REPORT DATE DECEMBER 1991

DATE OF TESTING OCTOBER 1991

GRADE 11-EXIT LEVEL

STATEWIDE

* = STATUS AS OF MARCH 15, 1991

PERCENT OF STUDENTS DEMONSTRATING OBJECTIVE MASTERY

- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

	PERCENT MEETING MINIMUM EXPECTATIONS ON ALL TESTS TAKEN	WRITING								READING									
			WRITTEN COMMUNICATION								READING COMPREHENSION								
			1-4	5	6	7					1	2	3	4	5	6			
		NUMBER OF STUDENTS TESTED	WRITTEN COMPOSITION (3 OR 4 REQUIRED)	SENTENCE CONSTRUCTION	ENGLISH USAGE	USE OF SPELLING, CAPITALIZATION AND PUNCTUATION	AVERAGE SCALE SCORE	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES (3 OR 4 ON COMPOSITION REQUIRED)	NUMBER OF STUDENTS TESTED	WORD MEANING	SUPPORTING IDEAS	SUMMARIZATION	RELATIONSHIPS AND OUTCOMES	INFERENCES AND GENERALIZATIONS	POINT OF VIEW, PROPAGANDA, AND FACT AND NONFACT	AVERAGE SCALE SCORE	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES
ALL STUDENTS TESTED	48	181531	40	53	85	48	1633	77	21	180759	69	86	70	83	55	40	1600	71	26
MALE	47	89637	36	48	86	42	1611	73	17	89021	71	86	69	83	58	39	1605	72	26
FEMALE	[illegible]	91576	[illegible]	59	85	[illegible]	1655	81	25	91423	[illegible]	[illegible]	71	[illegible]	52	42	1596	70	[illegible]
NO INFORMATION PROVIDED	26	318	21	34	77	30	1532	60	8	315	58	79	57	74	36	28	1512	53	14
NATIVE AMERICAN	46	433	39	53	88	48	1628	77	19	427	70	86	73	83	56	38	1607	70	26
ASIAN	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	59	1680	77	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
AFRICAN AMERICAN	[illegible]	22380	[illegible]	[illegible]	[illegible]	[illegible]	1571	[illegible]	[illegible]	22197	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
HISPANIC	[illegible]	53360	[illegible]	[illegible]	[illegible]	[illegible]	1569	67	[illegible]	52895	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1520	57	[illegible]
WHITE	60	98481	[illegible]	[illegible]	93	[illegible]	1680	85	28	98383	82	[illegible]	[illegible]	[illegible]	[illegible]	50	[illegible]	82	35
NO INFORMATION PROVIDED	29	1918	24	38	75	33	1548	60	10	1926	58	79	56	72	40	29	1519	56	16
*ECONOMICALLY DISADVANTAGED: YES	29	38686	27	32	76	35	1556	64	11	38251	49	80	50	73	37	25	1500	52	12
NO	53	139655	[illegible]	[illegible]	[illegible]	52	1655	81	[illegible]	139111	76	87	75	[illegible]	60	[illegible]	1629	[illegible]	[illegible]
NO INFO. PROV.	31	3390	27	39	77	35	1561	63	12	3397	59	81	60	74	42	30	1527	56	17
*CHAPTER 1 REGULAR PROGRAM: YES	15	3595	20	28	62	25	1513	53	5	3592	34	75	47	62	25	16	1436	35	6
NO	[illegible]	174757	40	[illegible]	[illegible]	[illegible]	[illegible]	78	22	173980	70	[illegible]	71	[illegible]	[illegible]	41	1605	[illegible]	[illegible]
NO INFO. PROV.	29	3179	25	37	75	34	1552	61	11	3187	57	79	56	72	39	29	1514	55	16
*MIGRANT STATUS: FORMER	26	1044	24	35	69	31	1542	62	9	1036	40	72	54	71	30	21	1471	46	9
CURRENT	[illegible]	[illegible]	[illegible]	30	[illegible]	[illegible]	[illegible]	[illegible]	7	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	7
NONMIGRANT	48	171041	40	[illegible]	[illegible]	[illegible]	1636	78	22	170318	70	[illegible]	71	83	[illegible]	41	[illegible]	72	[illegible]
NO INFORMATION PROVIDED	41	6535	37	48	81	44	1615	72	19	6493	67	84	67	79	50	37	1578	66	24
*CHAPTER 1 MIGRANT: REMEDIAL WRITING	13	196	9	25	58	19	1470	43	2	195	30	73	45	57	23	16	[illegible]	[illegible]	[illegible]
REMEDIAL READING	16	801	18	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	5	800	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
REMEDIAL MATHEMATICS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1517	50	7	463	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
ELIGIBLE NONPARTICIPANTS	25	2285	31	[illegible]	[illegible]	[illegible]	[illegible]	60	6	2285	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFORMATION PROVIDED	40	7027	36	48	80	43	1611	71	18	6987	65	84	67	79	49	36	1572	66	23
*LIMITED ENGLISH PROFICIENT: YES	8	7563	8	18	39	13	1420	27	1	7506	21	65	36	47	15	9	1346	20	[illegible]
NO	50	170101	41	[illegible]	[illegible]	50	[illegible]	80	22	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFO. PROV.	32	3867	27	40	77	35	1563	63	12	3857	58	80	60	74	41	30	1527	57	17
*BILINGUAL/ESL PROGRAM: BILINGUAL	11	205	9	19	41	12	1424	36	2	211	24	63	32	44	18	12	1372	26	3
ESL	6	5588	7	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NEITHER	49	172669	41	[illegible]	[illegible]	[illegible]	[illegible]	79	22	171903	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFORMATION PROV.	29	3069	25	37	74	33	1551	60	10	3082	57	79	56	72	39	28	1514	56	16

FIGURE 5

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TEXAS ASSESSMENT OF ACADEMIC SKILLS
DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS

REPORT DATE DECEMBER 1991
DATE OF TESTING OCTOBER 1991
GRADE 11-EXIT LEVEL
STATEWIDE

* = STATUS AS OF MARCH 15, 1991

WRITING: PERCENT OF STUDENTS DEMONSTRATING OBJECTIVE MASTERY. READING: PERCENT OF STUDENTS DEMONSTRATING OBJECTIVE MASTERY. - = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

	PERCENT MEETING MINIMUM EXPECTATIONS ON ALL TESTS TAKEN	WRITING: NUMBER OF STUDENTS TESTED	WRITTEN COMMUNICATION 1-4: WRITTEN COMPOSITION (3 OR 4 REQUIRED)	5: SENTENCE CONSTRUCTION	6: ENGLISH USAGE	7: USE OF SPELLING, CAPITALIZATION AND PUNCTUATION	AVERAGE SCALE SCORE	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES (3 OR 4 ON COMPOSITION REQUIRED)	READING: NUMBER OF STUDENTS TESTED	READING COMPREHENSION 1: WORD MEANING	2: SUPPORTING IDEAS	3: SUMMARIZATION	4: RELATIONSHIPS AND OUTCOMES	5: INFERENCES AND GENERALIZATIONS	6: POINT OF VIEW, PROPAGANDA, AND FACT AND NONFACT	AVERAGE SCALE SCORE	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES
*SPECIAL EDUCATION: LEARNING DISABILITY	9	3390	11	11	84	11	1432	32	1	3410	35	60	34	56	12	14	1392	27	5
EMOTIONALLY DISTURBED	[illegible]	580	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
SPEECH HANDICAPPED	[illegible]	281	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	281	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
VISUALLY HANDICAPPED	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
OTHER HANDICAP CONDITION	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NOT IN SPECIAL EDUCATION	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFORMATION PROVIDED	26	3429	24	38	76	35	1652	62	10	3442	54	79	68	72	39	28	1514	55	15
*GIFTED-TALENTED PROGRAM: YES	71	16326	71	[illegible]	[illegible]	[illegible]	[illegible]	97	59	16317	96	97	94	[illegible]	91	76	1837	[illegible]	68
NO	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFO. PROV.	30	3791	24	39	75	34	1661	62	10	3756	57	80	69	75	40	24	1521	56	16
*AT-RISK: YES	21	51057	21	31	62	27	[illegible]	67	4	51199	47	76	52	66	31	21	[illegible]	35	9
NO	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFORMATION PROVIDED	34	4529	27	43	74	36	1592	66	13	4512	62	82	63	77	45	32	1546	62	14
*CONTINUOUS ENROLLMENT: ONE YEAR	42	[illegible]	34	[illegible]	83	43	1600	71	17	[illegible]	[illegible]	83	67	80	[illegible]	34	1576	[illegible]	[illegible]
TWO YEARS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
THREE YEARS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
FOUR YEARS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
FIVE YEARS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
MORE THAN FIVE YEARS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFO. PROV.	41	19050	33	48	81	42	1595	70	16	[illegible]	64	83	65	79	49	34	1564	65	21
*VOCATIONAL EDUCATION: YES	36	[illegible]	32	[illegible]	81	32	1587	70	13	[illegible]	62	82	63	79	45	32	[illegible]	[illegible]	10
NO	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFO. PROV.	41	7296	35	46	80	42	1601	70	17	7299	64	83	66	78	50	35	1570	65	23
*GRADUATION PLAN: ADVANCED HS HONORS PROGRAM	91	[illegible]	71	[illegible]	[illegible]	83	[illegible]	97	57	[illegible]	[illegible]	97	[illegible]	[illegible]	[illegible]	76	[illegible]	[illegible]	[illegible]
ADVANCED HS PROGRAM	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO PROGRAM(REGULAR)	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFORMATION PROVIDED	43	17943	38	51	83	45	1621	74	20	[illegible]	65	85	68	81	52	37	1561	[illegible]	24

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MATHEMATICS

PERCENT OF STUDENTS DEMONSTRATING MASTERY
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	NUMBER OF STUDENTS TESTED	CONCEPTS					OPERATIONS				PROBLEM SOLVING				AVERAGE SCALE SCORE	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES
		1 NUMBER CONCEPTS	2 ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	3 GEOMETRIC PROPERTIES AND RELATIONSHIPS	4 MEASUREMENT CONCEPTS	5 PROBABILITY AND STATISTICS	6 USE OF ADDITION TO SOLVE PROBLEMS	7 USE OF SUBTRACTION TO SOLVE PROBLEMS	8 USE OF MULTIPLICATION TO SOLVE PROBLEMS	9 USE OF DIVISION TO SOLVE PROBLEMS	10 PROBLEM SOLVING USING ESTIMATION	11 PROBLEM SOLVING USING SOLUTION STRATEGIES	12 PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	13 EVALUATION OF THE REASONABLENESS OF A SOLUTION			
ALL STUDENTS TESTED	182573	66	65	69	55	69	76	66	62	65	65	50	52	65	1547	56	15
MALE	89279	68	66	73	59	71	76	70	63	67	67	52	55	67	1545	52	18
FEMALE	92266	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFORMATION PROVIDED	328	50	46	54	37	61	65	52	45	48	52	33	34	64	1441	34	6
NATIVE AMERICAN	430	61	61	67	55	65	73	66	62	66	63	50	50	67	1545	51	15
ASIAN	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
AFRICAN AMERICAN	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
HISPANIC	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
WHITE	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFORMATION PROVIDED	1969	53	53	55	41	56	64	54	50	51	54	34	38	54	1462	37	8
*ECONOMICALLY DISADVANTAGED: YES	38765	56	54	56	40	59	67	55	51	58	55	35	37	54	[illegible]	38	[illegible]
NO	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFO. PROV.	3463	54	54	55	41	61	66	56	51	53	56	36	39	56	1470	39	9
*CHAPTER 1 REGULAR PROGRAM: YES	3628	43	44	47	30	50	52	43	41	41	40	21	26	37	1410	24	2
NO	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFO. PROV.	3268	53	52	54	39	59	64	54	50	51	55	34	37	55	1460	37	8
*MIGRANT STATUS: FORMER	1061	57	54	57	40	56	68	56	52	53	55	33	33	55	[illegible]	38	[illegible]
CURRENT	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NONMIGRANT	171956	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFORMATION PROVIDED	6619	61	60	63	49	64	71	62	58	59	62	45	47	61	1519	49	14
*CHAPTER 1 MIGRANT: REMEDIAL WRITING	197	52	42	43	31	46	64	43	43	46	51	22	25	37	[illegible]	[illegible]	[illegible]
REMEDIAL READING	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
REMEDIAL MATHEMATICS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
ELIGIBLE NONPARTICIPANTS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFORMATION PROVIDED	7119	61	60	62	46	64	71	62	58	59	62	44	46	61	1516	46	13
*LIMITED ENGLISH PROFICIENT: YES	7564	44	44	41	29	43	55	41	40	38	44	23	23	[illegible]	[illegible]	23	[illegible]
NO	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFO. PROV.	3954	56	54	56	43	61	66	56	52	54	57	37	40	58	1477	40	9
*BILINGUAL/ESL PROGRAM: BILINGUAL	210	44	42	36	27	43	55	39	40	40	41	19	21	45	[illegible]	20	[illegible]
ESL	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NEITHER	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFORMATION PROV.	3155	53	52	53	40	59	64	55	49	51	55	34	37	55	1459	37	8

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PERCENT OF STUDENTS DEMONSTRATING MASTERY
- * NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

	NUMBER OF STUDENTS TESTED	CONCEPTS 1 NUMBER CONCEPTS	CONCEPTS 2 ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	CONCEPTS 3 GEOMETRIC PROPERTIES AND RELATIONSHIPS	CONCEPTS 4 MEASUREMENT CONCEPTS	CONCEPTS 5 PROBABILITY AND STATISTICS	OPERATIONS 6 USE OF ADDITION TO SOLVE PROBLEMS	OPERATIONS 7 USE OF SUBTRACTION TO SOLVE PROBLEMS	OPERATIONS 8 USE OF MULTIPLICATION TO SOLVE PROBLEMS	OPERATIONS 9 USE OF DIVISION TO SOLVE PROBLEMS	PROBLEM SOLVING 10 PROBLEM SOLVING USING ESTIMATION	PROBLEM SOLVING 11 PROBLEM SOLVING USING SOLUTION STRATEGIES	PROBLEM SOLVING 12 PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	PROBLEM SOLVING 13 EVALUATION OF THE REASONABLENESS OF A SOLUTION	AVERAGE SCALE SCORE	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES
*SPECIAL EDUCATION: LEARNING DISABILITY	3477	31	32	40	25	65	42	31	28	28	38	16	19	39	1340	15	2
EMOTIONALLY DISTURBED	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	26	4
SPEECH HANDICAPPED	297	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1421	30	7
VISUALLY HANDICAPPED	79	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1431	30	6
OTHER HANDICAP CONDITION	590	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1403	28	4
NOT IN SPECIAL EDUCATION	174210	67	66	70	56	70	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	51	[illegible]	66	1554	57	16
NO INFORMATION PROVIDED	3522	62	52	53	39	58	64	53	50	50	55	33	36	55	1459	36	7
*GIFTED-TALENTED PROGRAM: YES	[illegible]	92	92	95	89	90	96	93	90	93	86	70	70	87	1726	96	53
NO	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	12
NO INFO. PROV.	3844	53	53	54	40	59	65	54	50	61	56	34	37	56	1462	38	8
*AT-RISK: YES	[illegible]	50	48	51	35	55	61	48	45	46	52	28	30	52	1430	30	4
NO	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	70	1598	67	20
NO INFORMATION PROVIDED	4604	56	56	57	43	61	68	67	53	54	59	38	41	58	1483	42	10
*CONTINUOUS ENROLLMENT: ONE YEAR	15289	64	62	65	51	66	73	63	59	62	63	46	49	62	1523	52	12
TWO YEARS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1550	57	15
THREE YEARS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1536	53	15
FOUR YEARS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1564	59	17
FIVE YEARS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1562	59	17
MORE THAN FIVE YEARS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	57	16
NO INFO. PROV.	19336	61	60	63	50	65	72	62	58	60	61	44	46	61	1513	49	12
*VOCATIONAL EDUCATION: YES	[illegible]	60	57	62	47	63	71	60	55	58	61	40	42	60	1495	45	9
NO	[illegible]	70	70	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1578	62	17
NO INFO. PROV.	7378	61	61	63	49	64	71	61	58	60	62	45	47	62	1519	49	14
*GRADUATION PLAN: ADVANCED HS HONORS PROGRAM	[illegible]	90	91	94	88	93	95	93	88	93	84	88	88	85	1767	96	47
ADVANCED HS PROGRAM	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	71	1599	71	17
HS PROGRAM(REGULAR)	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1486	41	6
NO INFORMATION PROVIDED	18114	63	62	65	51	66	73	63	59	61	63	47	49	62	1527	51	14

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District Analysis Report

Texas Assessment of Academic Skills
Exit Level
Grade 11
October 1991

NOVEMBER 2, 1992

TEXAS EDUCATION AGENCY
TEXAS ASSESSMENT OF ACADEMIC SKILLS
OCTOBER 1991 TAAS PERFORMANCE
NON SPECIAL EDUCATION AND "NO INFO. PROVIDED" STUDENTS
GRADE 11

NUMBER OF DISTRICTS	CATEGORIES	NUMBER OF STUDENTS TESTED OCT 1991	PERCENT MET MIN EXP. ALL TSTS TAKEN OCT 1991	-AVERAGE SCALE SCORE- OCTOBER 1991 WRITING	READING	MATH	-AVERAGE SCALE SCORE- GAIN/LOSS OCT 1991 - OCT 1990 WRITING	READING	MATH	NUMBER OF STUDENTS NEEDING ANY REMEDIATION
ENROLLMENT GROUPINGS										
8	OVER 50,000	32,174	40	1597	1576	1514	15	-18	-14	19,217
18	25,000 TO 49,999	34,993	54	1644	1628	1582	17	-10	-5	16,058
47	10,000 TO 24,999	40,145	48	1639	1598	1551	23	-11	-8	20,835
59	5,000 TO 9,999	20,239	51	1647	1612	1557	16	-8	-12	10,003
80	3,000 TO 4,999	17,111	49	1650	1609	1552	27	-5	-6	8,684
130	1,600 TO 2,999	15,358	47	1644	1600	1544	25	-5	-7	8,081
118	1,000 TO 1,599	8,364	50	1663	1615	1556	36	3	-1	4,159
204	500 TO 999	8,443	51	1653	1615	1557	13	-3	-10	4,143
306	UNDER 500	4,905	54	1670	1628	1581	31	9	1	2,264
DISTRICT TYPE										
8	MAJOR URBAN	31,174	39	1591	1568	1509	20	-20	-14	19,045
63	MAJOR SUBURBAN	55,119	55	1656	1635	1584	13	-8	-5	24,737
24	OTHER CENTRAL CITY	23,129	47	1635	1592	1548	30	-10	-5	12,190
76	OTHER CC SUBURBAN	16,241	46	1632	1588	1534	11	-9	-14	8,843
71	INDEPENDENT TOWN	19,443	48	1639	1602	1547	28	-7	-11	10,138
44	NON-METRO FAST GROWING	3,021	52	1655	1620	1572	19	12	6	1,444
260	NON-METRO STABLE	24,117	48	1649	1604	1547	32	-2	-4	12,540
424	RURAL	9,488	52	1659	1619	1566	17	1	-9	4,507
WEALTH (MEDIAN=$140,578)										
100	UNDER $76,272	19,287	35	1584	1531	1494	7	-8	-12	12,581
100	$76,272 TO $90,118	10,207	44	1627	1584	1529	22	-6	-7	5,723
103	$90,119 TO $106,053	13,489	43	1626	1580	1524	17	-13	-12	7,640
98	$106,054 TO $124,839	11,904	46	1634	1599	1538	32	-8	-12	6,377
100	$124,840 TO $140,577	26,736	50	1646	1613	1554	27	-11	-10	13,330
103	$140,578 TO $165,104	23,816	55	1659	1632	1579	18	-3	-6	10,804
99	$165,105 TO $202,678	21,775	53	1652	1621	1567	19	-10	-5	10,330
94	$202,679 TO $259,734	26,305	49	1627	1612	1557	24	-14	-10	13,514
93	$259,735 TO $438,516	23,849	53	1656	1629	1575	21	-7	-5	11,258
74	OVER $438,516	3,934	55	1661	1632	1587	15	-5	-8	1,759
6	SPECIAL DISTRICTS	430	70	1726	1685	1626	-6	14	6	128
WEALTH (ST AVG=$181,540)										
656	UNDER $181,540	115,034	47	1632	1594	1541	20	-9	-9	61,441
308	OVER $181,540	66,268	52	1647	1623	1570	21	-10	-7	31,875
6	SPECIAL DISTRICTS	430	70	1726	1685	1626	-6	14	6	128

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

TEXAS EDUCATION AGENCY

NOVEMBER 2, 1992

TEXAS ASSESSMENT OF ACADEMIC SKILLS
OCTOBER 1991 TAAS PERFORMANCE
NON SPECIAL EDUCATION AND "NO INFO. PROVIDED" STUDENTS
GRADE 11

NUMBER OF DISTRICTS	CATEGORIES	NUMBER OF STUDENTS TESTED OCT 1991	PERCENT MET MIN EXP. ALL TSTS TAKEN OCT 1991	-AVERAGE SCALE SCORE- OCTOBER 1991			-AVERAGE SCALE SCORE- GAIN/LOSS OCT 1991 - OCT 1990			NUMBER OF STUDENTS NEEDING ANY REMEDIATION
				WRITING	READING	MATH	WRITING	READING	MATH	
WEALTH BY EQUAL PUPILS PER GROUP										
23	UNDER $44,827	7,529	32	1569	1513	1479	-10	-10	-15	5,117
35	$44,827 TO < $63,744	8,640	33	1578	1522	1491	12	-7	-10	5,802
77	$63,744 TO < $81,747	9,538	44	1624	1582	1525	31	-6	-10	5,388
129	$81,747 TO < $99,824	9,362	47	1644	1597	1542	20	-4	-5	4,980
48	$99,824 TO < $108,067	8,779	41	1615	1570	1514	12	-18	-14	5,142
65	$108,067 TO < $120,027	9,562	46	1628	1597	1536	30	-9	-13	5,184
59	$120,027 TO < $130,961	8,926	49	1639	1610	1546	29	-10	-11	4,594
37	$130,961 TO < $136,490	9,603	52	1649	1622	1566	14	-9	-7	4,597
26	$136,490 TO < $140,227	9,627	50	1654	1607	1552	42	-10	-10	4,813
60	$140,227 TO < $155,509	9,045	54	1659	1633	1579	22	3	-5	4,131
39	$155,509 TO < $163,412	10,915	56	1664	1638	1582	11	-2	-2	4,833
44	$163,412 TO < $176,418	9,575	52	1650	1616	1568	17	-14	-11	4,610
34	$176,418 TO < $190,732	6,495	49	1635	1601	1546	20	-17	-7	4,367
53	$190,732 TO < $215,663	9,422	57	1662	1641	1587	22	-4	1	4,091
46	$215,663 TO < $240,258	10,569	53	1642	1628	1577	9	-10	0	4,970
1	$240,258 TO < $240,954	8,102	37	1567	1563	1511	31	-30	-32	5,105
37	$240,954 TO < $277,696	8,613	55	1679	1637	1580	48	-2	-1	3,850
13	$277,696 TO < $300,182	8,116	39	1606	1574	1510	8	-17	-4	4,949
33	$300,182 TO < $344,184	6,907	61	1681	1665	1617	28	6	-1	2,677
105	$344,184 AND OVER	9,977	59	1673	1653	1604	15	-4	-6	4,116
6	SPECIAL DISTRICTS	430	70	1726	1685	1626	-6	14	6	128
TOTAL TAX EFFORT (ST AVG=$1.1629)										
226	UNDER 1.0519	26,870	44	1614	1584	1535	25	-12	-15	15,111
245	1.0519 TO UNDER 1.1541	36,537	46	1626	1592	1539	15	-9	-10	19,733
252	1.1541 TO UNDER 1.2517	54,100	47	1638	1600	1546	25	-8	-6	28,591
241	1.2517 AND OVER	63,695	53	1653	1626	1572	17	-8	-5	29,881
6	SPECIAL DISTRICTS	430	70	1726	1685	1626	-6	14	6	128
M&O EFF. TAX EFFORT (ST AVG=$1.0063)										
246	UNDER 0.8805	44,664	43	1610	1578	1527	19	-12	-14	25,612
243	0.8805 TO 0.9896	37,352	50	1645	1612	1557	17	-7	-10	18,582
243	0.9897 TO 1.1205	59,222	48	1639	1603	1550	19	-9	-4	30,708
232	OVER 1.1205	40,064	54	1658	1631	1579	28	-6	-4	18,414
6	SPECIAL DISTRICTS	430	70	1726	1685	1626	-6	14	6	128
HIGHEST PROPERTY VALUE CATEGORY										
336	RESIDENTIAL	115,190	50	1641	1613	1561	19	-8	-6	57,240
273	LAND	7,807	49	1651	1607	1552	28	-2	-5	3,975
178	OIL AND GAS	10,059	47	1642	1595	1548	20	-2	-6	5,299
177	BUSINESS	48,246	44	1625	1587	1531	21	-14	-14	26,802
6	SPECIAL DISTRICTS	430	70	1726	1685	1626	-6	14	6	128

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TEXAS EDUCATION AGENCY
TEXAS ASSESSMENT OF ACADEMIC SKILLS
OCTOBER 1991 TAAS PERFORMANCE
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GRADE 11

NOVEMBER 2, 1992

NUMBER OF DISTRICTS	CATEGORIES	NUMBER OF STUDENTS TESTED OCT 1991	PERCENT MET MIN EXP. ALL TSTS TAKEN OCT 1991	-AVERAGE SCALE SCORE- OCTOBER 1991 WRITING	READING	MATH	-AVERAGE SCALE SCORE- GAIN/LOSS OCT 1991 - OCT 1990 WRITING	READING	MATH	NUMBER OF STUDENTS NEEDING ANY REMEDIATION
AEI GROUPS: PUPILS¦WEALTH¦% LOW INC										
154	<1K ¦ < AVG. ¦ <40%	5,000	54	1662	1633	1573	14	3	-5	2,277
175	<1K ¦ < AVG. ¦ >=40	4,323	46	1647	1595	1542	24	-2	-9	2,316
88	<1K ¦ > AVG. ¦ <40%	2,208	58	1687	1648	1598	20	2	-9	933
89	<1K ¦ > AVG. ¦ >=40	1,731	51	1649	1609	1563	27	7	1	842
80	1K TO < 3K ¦ < AVG. ¦ <40%	7,986	52	1665	1622	1561	42	-4	-6	3,824
101	1K TO < 3K ¦ < AVG. ¦ >=40	9,299	42	1627	1579	1526	22	0	1	5,384
35	1K TO < 3K ¦ > AVG. ¦ <40%	3,415	56	1685	1637	1577	20	-9	-17	1,493
29	1K TO < 3K ¦ > AVG. ¦ >=40	2,678	46	1636	1595	1541	24	1	-5	1,450
59	3K TO < 10K ¦ < AVG. ¦ <40%	15,540	53	1660	1626	1568	30	-4	-6	7,330
43	3K TO < 10K ¦ < AVG. ¦ >=40	11,440	41	1616	1563	1514	11	-8	-13	6,768
32	3K TO < 10K ¦ > AVG. ¦ <40%	9,184	57	1672	1645	1587	17	-9	-8	3,929
5	3K TO < 10K ¦ > AVG. ¦ >=40	1,186	44	1627	1601	1531	37	-2	-18	660
17	>10K ¦ < AVG. ¦ <40%	23,772	55	1655	1637	1584	12	-7	-5	10,643
30	>10K ¦ < AVG. ¦ >=40	38,223	39	1600	1557	1508	21	-17	-15	23,146
19	>10K ¦ > AVG. ¦ <40%	25,562	60	1668	1657	1610	19	-4	3	10,255
7	>10K ¦ > AVG. ¦ >=40	19,755	39	1597	1570	1513	26	-19	-12	12,066
6	SPECIAL DISTRICTS	430	70	1726	1685	1626	-6	14	6	128
SMALL/SPARSE ADJUSTMENT (ST AVG=30.0%)										
298	NO SMALL/SPARSE ADJUSTMENT	155,667	48	1634	1603	1551	19	-11	-8	80,628
188	UNDER 22.3%	13,739	49	1652	1610	1552	30	-1	-4	7,005
179	22.3% TO UNDER 31.4%	6,621	51	1662	1616	1561	13	-1	-8	3,212
171	31.4% TO UNDER 36.8%	3,108	53	1673	1627	1576	30	7	-1	1,454
134	36.8% AND OVER	2,597	56	1666	1630	1579	38	9	-6	1,145
CEI LEVEL (MEDIAN=1.07)										
150	UNDER 1.05	5,315	51	1662	1625	1563	30	4	-2	2,584
246	1.05 TO UNDER 1.07	13,095	52	1670	1624	1562	29	0	-6	6,283
223	1.07 TO UNDER 1.09	15,876	51	1660	1618	1564	29	-1	-5	7,711
140	1.09 TO 1.11	21,850	51	1656	1615	1559	34	-8	-7	10,707
209	1.11 AND OVER	125,598	47	1627	1599	1548	16	-11	-9	66,159
OPERATING COST/PUPIL (ST AVG=$3,971)										
204	UNDER $3,714	60,604	50	1644	1615	1559	19	-9	-10	30,047
206	$3,714 TO $4,075	60,338	49	1634	1604	1553	19	-11	-10	30,986
200	$4,076 TO $4,517	42,782	47	1634	1597	1545	29	-7	-3	22,753
192	$4,518 TO $5,327	14,020	44	1625	1584	1531	6	-11	-11	7,820
168	OVER $5,327	3,988	54	1678	1622	1576	32	4	-7	1,838

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TEXAS EDUCATION AGENCY
TEXAS ASSESSMENT OF ACADEMIC SKILLS
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GRADE 11

NOVEMBER 2, 1992

NUMBER OF DISTRICTS	CATEGORIES	NUMBER OF STUDENTS TESTED OCT 1991	PERCENT MET MIN EXP. ALL TSTS TAKEN OCT 1991	-AVERAGE SCALE SCORE- OCTOBER 1991 WRITING	READING	MATH	-AVERAGE SCALE SCORE- GAIN/LOSS OCT 1991 - OCT 1990 WRITING	READING	MATH	NUMBER OF STUDENTS NEEDING ANY REMEDIATION
ESC REGION										
35	I EDINBURG	13,254	35	1578	1523	1494	-1	-11	-15	8,678
34	II CORPUS CHRISTI	5,722	45	1648	1586	1531	34	-5	-3	3,130
33	III VICTORIA	3,084	50	1655	1607	1552	23	-8	-19	1,548
52	IV HOUSTON	36,600	50	1628	1611	1562	17	-15	-14	18,397
29	V BEAUMONT	4,528	48	1650	1596	1544	40	-14	-4	2,357
54	VI HUNTSVILLE	5,787	49	1630	1613	1554	9	-10	-9	2,967
94	VII KILGORE	8,568	49	1654	1611	1548	26	-5	-9	4,397
40	VIII MT PLEASANT	3,040	49	1672	1606	1548	37	-6	-11	1,563
38	IX WICHITA FALLS	2,297	56	1677	1639	1577	30	13	10	1,012
75	X RICHARDSON	24,360	52	1658	1625	1570	26	-3	2	11,606
69	XI FORT WORTH	16,262	53	1649	1628	1575	17	-12	-1	7,580
71	XII WACO	5,971	50	1667	1621	1553	35	1	-9	2,960
53	XIII AUSTIN	10,539	56	1672	1649	1586	14	-2	-9	4,595
43	XIV ABILENE	2,625	53	1662	1625	1563	50	-3	-15	1,243
40	XV SAN ANGELO	2,890	46	1636	1598	1545	42	0	-6	1,564
59	XVI AMARILLO	4,311	55	1654	1621	1573	34	-8	-11	1,946
60	XVII LUBBOCK	4,478	48	1667	1593	1548	70	-7	2	2,314
31	XVIII MIDLAND	4,385	48	1626	1584	1540	12	-14	-19	2,383
12	XIX EL PASO	7,788	39	1587	1560	1505	16	-14	-14	4,765
48	XX SAN ANTONIO	15,243	45	1615	1593	1533	1	-9	-7	8,439
TAAS: PCT PASSING ALL TESTS TAKEN										
198	UNDER 37%	50,983	35	1578	1543	1493	9	-18	-15	33,182
195	37% TO UNDER 44%	30,252	45	1630	1589	1534	19	-10	-13	16,527
222	44% TO UNDER 50%	38,057	51	1657	1618	1559	31	-5	-4	18,733
188	50% TO UNDER 57%	31,154	55	1657	1632	1582	25	-5	-3	13,965
167	OVER 57%	31,288	65	1698	1677	1627	23	-3	-1	11,037
AVERAGE SAT SCORE										
220	UNDER 810	33,749	37	1595	1548	1498	10	-10	-7	21,365
209	810 TO UNDER 860	46,834	42	1607	1579	1525	17	-18	-16	26,967
215	860 TO UNDER 910	50,257	53	1658	1622	1567	28	-7	-7	23,773
227	910 AND OVER	48,927	58	1674	1651	1600	23	-3	-2	20,323
99	NO STUDENTS TESTED	1,965	48	1644	1594	1559	22	6	3	1,016
AVERAGE ACT SCORE										
257	UNDER 18.25	32,824	36	1592	1543	1497	4	-13	-9	20,915
208	18.25 TO UNDER 19.5	31,617	42	1607	1577	1524	20	-15	-18	18,314
212	19.5 TO UNDER 20.5	46,978	49	1645	1607	1549	32	-6	-7	23,839
271	20.5 AND OVER	70,094	57	1667	1645	1593	20	-6	-3	30,138
22	NO STUDENTS TESTED	419	43	1613	1572	1538	41	3	-2	238

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

TEXAS EDUCATION AGENCY
TEXAS ASSESSMENT OF ACADEMIC SKILLS
OCTOBER 1991 TAAS PERFORMANCE
NON SPECIAL EDUCATION AND "NO INFO. PROVIDED" STUDENTS
GRADE 11

NOVEMBER 2, 1992

NUMBER OF DISTRICTS	CATEGORIES	NUMBER OF STUDENTS TESTED OCT 1991	PERCENT MET MIN EXP. ALL TSTS TAKEN OCT 1991	-AVERAGE SCALE SCORE- OCTOBER 1991 WRITING	READING	MATH	-AVERAGE SCALE SCORE- GAIN/LOSS OCT 1991 - OCT 1990 WRITING	READING	MATH	NUMBER OF STUDENTS NEEDING ANY REMEDIATION
DENSITY (ST AVG=12.77 PUPILS/SQ MI)										
482	LESS THAN 5	17,101	49	1649	1610	1554	24	2	-7	8,665
267	5 TO UNDER 20	28,187	47	1644	1598	1545	24	-6	-7	14,829
116	20 TO UNDER 100	30,196	48	1641	1604	1548	22	-7	-9	15,621
99	100 AND OVER	105,838	49	1633	1606	1555	19	-13	-8	54,201
6	SPECIAL DISTRICTS	430	70	1726	1685	1626	-6	14	6	128
PUPIL CHG:90/91-91/92 (ST AVG=2.43%)										
281	DECLINING PUPILS	26,413	43	1628	1578	1524	30	-7	-7	15,026
327	0% TO UNDER 3%	84,799	46	1626	1593	1540	20	-12	-11	45,871
213	3% TO UNDER 6%	51,771	55	1657	1634	1581	15	-8	-6	23,459
97	6% TO UNDER 10%	16,856	51	1648	1614	1563	21	-6	-9	8,230
52	10% AND OVER	1,893	55	1671	1628	1585	14	7	6	858
PCT AFRICAN AM PUPILS (ST AVG=14.3%)										
566	UNDER 5%	65,444	47	1634	1595	1545	19	-8	-10	34,553
132	5% TO UNDER 10%	39,937	55	1658	1636	1581	14	-7	-6	18,088
130	10% TO UNDER 20%	33,468	52	1652	1617	1564	25	-9	-6	16,213
71	20% TO UNDER 30%	12,152	53	1652	1622	1570	27	1	0	5,736
61	30% TO UNDER 50%	27,880	39	1596	1569	1509	24	-18	-14	17,072
10	50% AND OVER	2,851	37	1605	1545	1506	24	-6	0	1,782
PCT HISPANIC PUPILS (ST AVG=34.4%)										
247	UNDER 5%	18,333	53	1665	1627	1568	27	-5	-7	8,889
164	5% TO UNDER 10%	29,199	58	1678	1652	1595	36	1	-1	12,247
166	10% TO UNDER 20%	33,339	55	1656	1630	1579	11	-7	-3	15,119
98	20% TO UNDER 30%	21,575	50	1636	1613	1558	26	-9	-5	10,750
133	30% TO UNDER 50%	42,637	45	1625	1593	1537	23	-14	-14	23,438
162	50% AND OVER	36,649	37	1589	1543	1499	7	-12	-13	23,201
PCT MINORITY PUPILS (ST AVG=51.0%)										
75	UNDER 5%	3,774	57	1676	1650	1589	31	-3	-2	1,620
117	5% TO UNDER 10%	8,365	58	1666	1647	1586	20	-3	-2	3,639
185	10% TO UNDER 20%	23,011	59	1682	1651	1596	37	-2	-4	9,492
136	20% TO UNDER 30%	22,068	56	1662	1642	1589	5	-6	0	9,648
222	30% TO UNDER 50%	41,484	52	1654	1619	1565	26	-7	-8	19,916
235	50% AND OVER	83,050	41	1605	1569	1518	17	-12	-12	49,129

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

TEXAS EDUCATION AGENCY
TEXAS ASSESSMENT OF ACADEMIC SKILLS
OCTOBER 1991 TAAS PERFORMANCE
NON SPECIAL EDUCATION AND "NO INFO. PROVIDED" STUDENTS
GRADE 11

NOVEMBER 2, 1992

NUMBER OF DISTRICTS	CATEGORIES	NUMBER OF STUDENTS TESTED OCT 1991	PERCENT MET MIN EXP. ALL TSTS TAKEN OCT 1991	-AVERAGE SCALE SCORE- OCTOBER 1991 WRITING	READING	MATH	-AVERAGE SCALE SCORE- GAIN/LOSS OCT 1991 - OCT 1990 WRITING	READING	MATH	NUMBER OF STUDENTS NEEDING ANY REMEDIATION
PERCENT LOW INCOME (ST AVG=41.80%)										
103	UNDER 20%	32,611	63	1690	1670	1618	30	-1	0	12,155
169	20% TO UNDER 30%	29,219	54	1645	1630	1579	6	-12	-5	13,527
217	30% TO UNDER 40%	31,024	51	1655	1618	1560	24	-4	-7	15,072
335	40% TO UNDER 60%	58,929	45	1626	1589	1533	32	-11	-11	32,585
113	60% TO UNDER 80%	18,583	35	1592	1543	1493	6	-12	-7	12,020
33	80% AND OVER	11,366	29	1553	1502	1468	-12	-16	-18	8,085
AVG. TEACHER EXPER (ST AVG=11.3 YRS)										
214	UNDER 9.7 YEARS	25,760	46	1623	1588	1541	16	-7	-8	13,983
262	9.7 TO UNDER 11.2 YEARS	49,774	50	1642	1609	1556	13	-9	-9	25,010
240	11.2 TO UNDER 12.4 YEARS	68,296	49	1636	1611	1556	24	-10	-8	34,618
254	12.4 YEARS AND OVER	37,902	48	1644	1601	1547	26	-8	-7	19,833
AVG. TEACHER SALARY (ST AVG=$27,556)										
220	UNDER $24,516	7,194	47	1640	1604	1548	22	-3	-10	3,782
252	$24,516 TO UNDER $25,617	18,064	49	1649	1610	1550	28	1	0	9,225
250	$25,617 TO UNDER $26,913	37,011	48	1647	1601	1545	32	-7	-8	19,321
248	$26,913 AND OVER	119,463	49	1633	1606	1555	16	-11	-9	61,116
PCT MINORITY TCHRS (ST AVG=22.6%)										
536	UNDER 5%	51,787	58	1676	1649	1593	29	-3	-3	21,906
179	5% TO UNDER 10%	31,118	54	1658	1624	1574	17	-5	-3	14,368
128	10% TO UNDER 20%	31,034	49	1644	1608	1554	25	-9	-10	15,780
35	20% TO UNDER 30%	16,012	48	1635	1610	1549	25	-6	-7	8,261
38	30% TO UNDER 50%	22,365	38	1595	1560	1503	13	-14	-7	13,890
54	50% AND OVER	29,416	35	1574	1534	1493	9	-19	-19	19,239
% TCHRS W ADV DEGREE (ST AVG=30.3%)										
228	UNDER 18.0%	16,668	40	1603	1557	1516	5	-11	-14	10,000
250	18.0% TO UNDER 24.9%	39,092	45	1628	1588	1535	24	-8	-10	21,424
254	24.9% TO UNDER 32.9%	51,256	51	1647	1616	1562	24	-7	-6	25,075
238	32.9% AND OVER	74,716	51	1644	1618	1562	20	-10	-7	36,945
970	STATE TOTAL	181,732	49	1637	1605	1552	20	-9	-8	93,444

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

Section IV

Grade 12 Exit Level TAAS Results

Results from the October 1991 and spring 1992 exit level TAAS administrations focus on areas where progress is being made in achieving educational goals and where challenges must be met to attain excellence and equity in education.

OCTOBER 1991 AND SPRING 1992 ADMINISTRATIONS

Performance Standards

Students who were first eligible to test during the 1990-1991 school year were required to answer correctly sixty percent of the items in each subject area test. Exit level students who were first tested during the 1990-1991 school year continue to be evaluated under the 1990-1991 performance standard, in accordance with Chapter 101.2(e) of the Texas Administrative Code.

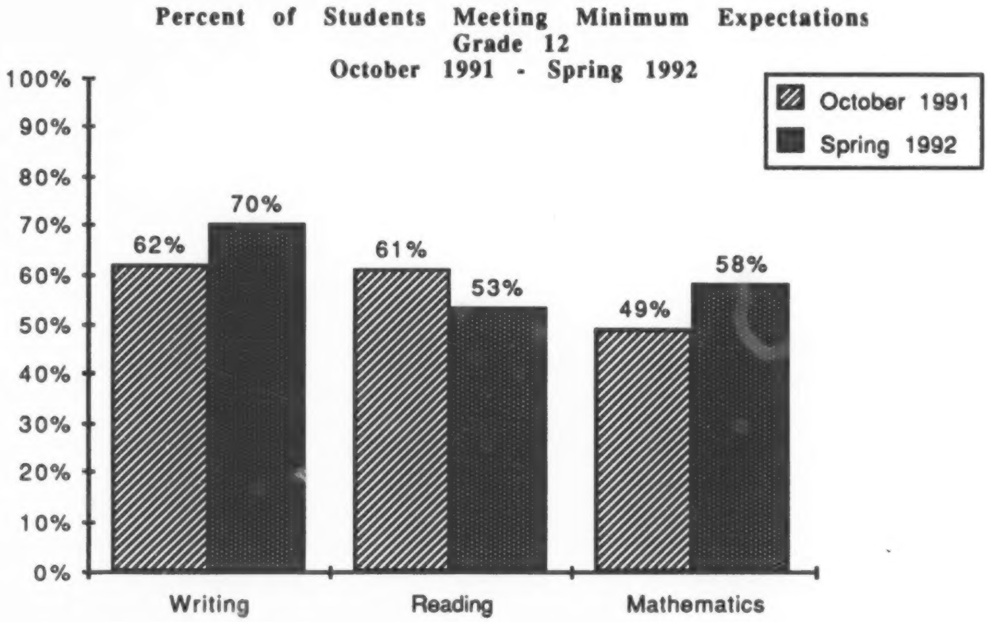
Commitment to Student Achievement

In October 1990, the first TAAS exit level test was administered to 174,871 Grade 11 students. A second exit level administration was provided for 62,863 Grade 11 students in April 1991. After receiving results from the October 1991 exit level administration, which reported that 18,993 Grade 12 students still had not met the TAAS passing standard in one or more subject areas, the Commissioner of Education called for "immediate and dramatic" measures to ensure the success of remedial instruction for the spring 1992 administration. A letter outlining this commitment was sent from the commissioner to each superintendent, school board president, and principal of every high school campus with a senior requiring TAAS retesting. In order to encourage student participation in remediation, the commissioner stated that districts could provide students with up to 1½ elective course credits for TAAS remediation courses in mathematics and language arts. Additional funding was provided to education service centers to support remediation efforts at the service center region and district level. The statewide spring 1992 exit level results indicate an improved achievement rate as a result of the remediation effort.

The passing rate for Grade 12 students improved eleven percentage points between the October 1991 and spring 1992 administrations.

In October 1991 forty-seven percent of the Grade 12 students tested met minimum expectations on all tests taken with two percent of the students achieving mastery of all objectives. Although the percentage of students mastering every test objective in all subject areas in spring 1992 marks only a slight increase from the October 1991 administration figure, the percent of students meeting minimum expectations jumped to fifty-eight percent, an eleven percentage point gain.

The following chart compares the percent of Grade 12 students meeting minimum expectations in each subject area on the October 1991 and spring 1992 administrations.



The table below displays the number of Grade 12 students tested statewide, the number and percent meeting minimum expectations, and the average scale score in each subject area for the October 1991 and spring 1992 administrations.

Grade 12 Student Performance by Subject Area

	Total Tested	Met Minimum Expectations	Average Scale Score
October 1991			
Writing	20,805	12,985 (62%)	1513
Reading	13,844	8,419 (61%)	1456
Mathematics	25,928	12,759 (49%)	1429
Spring 1992			
Writing	8,378	5,896 (70%)	1537
Reading	5,928	3,127 (53%)	1430
Mathematics	13,196	7,626 (58%)	1446

As noted in the table, results from the October 1991 and spring 1992 administrations show increases for students meeting minimum expectations of eight percentage points in writing and nine percentage points in mathematics while reading results declined eight percentage points. A detailed description of Grade 12 results from October 1991 and spring 1992 are presented in the following subject area analyses to review student achievement rates.

SUBJECT AREA PERFORMANCE: WRITING

> Seventy percent of the Grade 12 students met minimum expectations in writing in spring 1992.

The spring 1992 results indicated an eight percentage point gain when compared to those of October 1991. The improved performance in Grade 12 writing between the two administrations is reflected also in the twenty-four point scale score gain. In addition, eleven percent of students mastered all objectives in writing by scoring a 3 or 4 on the written composition and mastering each of the multiple-choice objectives. The percent of Grade 12 students mastering all objectives improved by six percentage points from October 1991 which represents the largest increase in any subject area for this category.

Writing: Written Composition Performance Assessment

> The percent of students achieving a rating of 3 or 4 on the written composition jumped by seventeen percentage points between the October 1991 and spring 1992 administrations.

The exit level written composition task requires students to prepare a persuasive essay based on a specific topic. The following prompt is an example of the type of task a student would encounter on the exit level written composition assessment.

> Water is becoming scarcer in Texas because of hot summers and a growing population. To keep Texas from having water shortages, some people believe that Texans should limit the use of water in their homes. What is your position concerning this issue? Write a letter to the editor of your local newspaper stating your position and supporting it with convincing reasons.

Sixty-seven percent of the Grade 12 students wrote a minimally successful persuasive essay in October 1991. In spring 1992 eighty-one percent of the Grade 12 students achieved a written composition rating of 2 or higher, a fourteen percentage point gain from the October 1991 results. Between the October 1991 and spring 1992 administrations, the percent of students achieving a rating of 3 or 4 increased seventeen percentage points indicating a shift upward from compositions representing minimum expectations to the achievement of a higher standard of written expression.

The table below illustrates the gains in Grade 12 student performance on the exit level written composition for October 1991 and spring 1992. The scoring criteria for each score point are provided below the written composition results.

Percent of Grade 12 Students Achieving Each Written Composition Rating

	1	2	3	4
October 1991	33%	51%	15%	0%
Spring 1992	19%	49%	30%	2%

Rating of 1 – Response that attempts to address the task but is not successful

Rating of 2 – Response that is minimally successful at addressing the writing task; presents ideas with limited elaboration

Rating of 3 – Response that represents a good attempt at addressing the writing task; ideas are extended, organized and clearly stated; writer uses elaboration consistently

Rating of 4 – Response that is specific, and well elaborated with many ideas presented in a clear and logical manner; the composition reflects a high level of written expression

> Analytic scoring indicates that the majority of compositions unsuccessful in meeting minimum expectations failed due to a lack of supported ideas and elaboration.

The October 1991 and spring 1992 written compositions identified as not meeting minimum expectations were analyzed to determine why each composition failed to achieve success on the particular writing task. The resulting analytic report was provided to campuses and districts for their information and to use as a tool to target instruction. During both Grade 12 administrations the majority of papers receiving a rating of 1 were identified during analytic scoring as containing too few ideas and lacking support through elaboration.

Writing: Multiple-Choice Assessment

> Mastery rates in the three multiple-choice writing objectives improved between the October 1991 and spring 1992 administrations.

The table below compares the results from the October 1991 and spring 1992 administration in each of the multiple-choice writing objectives.

Writing Objective Mastery

Objective	October 1991	Spring 1992
5. Sentence Construction	35%	40%
6. English Usage	69%	71%
7. Use of Spelling, Capitalization, and Punctuation	29%	33%

Grade 12 students in the spring 1992 administration gained five percentage points in Objective 5 which required students to recognize appropriate sentence structure in the context of a written passage. Although a gain of four percentage points for Grade 12 students is noted in Objective 7 which addresses the use of spelling, capitalization, and punctuation, it shows the lowest rate of success of the three multiple-choice objectives and may be seen as a target for remediation.

SUBJECT AREA PERFORMANCE: READING

Fifty-three percent of the Grade 12 students met minimum expectations in spring 1992, an eight percentage point drop from the October 1991 figure of sixty-one percent.

Grade 12 student performance results in reading declined between the October 1991 and spring 1992 administrations. The percent of students mastering all objectives in reading also fell five percentage points since October 1991. The table below summarizes the student performance results on each reading objective for the October 1991 and spring 1992 administrations.

Reading Objective Mastery

Objective	October 1991	Spring 1992
1. Word Meaning	40%	53%
2. Supporting Ideas	77%	66%
3. Summarization	49%	26%
4. Relationships and Outcomes	62%	59%
5. Inferences and Generalizations	29%	17%
6. Point of View, Propaganda, and Fact and Nonfact	18%	24%

Compared with the October 1991 results, performance on the two reading objectives related to summarization skills and making inferences from a variety of texts was substantially lower in spring 1992.

Results in three of the six objectives dropped more than ten percentage points with the largest drop of twenty-three percentage points occurring on Objective 3 requiring text summarization skills. Summarization tasks required a student to read a passage of text related to a particular topic and to choose the best summary statement for the passage. Grade 12 results also marked a twelve percentage point decline in Objective 5 which assesses a student's ability to draw conclusions from information contained in written texts by interpreting graphs, formulating judgements, and making generalizations.

SUBJECT AREA PERFORMANCE: MATHEMATICS

The percent of Grade 12 students meeting minimum expectations on the mathematics test improved from forty-nine percent in October 1991 to fifty-eight percent in spring 1992.

Although Grade 12 students tested in spring 1992 improved in the area of mathematics overall, there was no change in the percent of students mastering all objectives in mathematics. Continued emphasis on higher order thinking skills and problem solving in classroom instruction would encourage student achievement in mathematics.

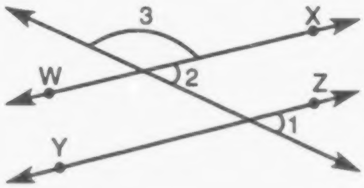
Grade 12 performance improved in each of the three mathematics domains: Concepts, Operations, and Problem Solving.

Mathematics Objective Mastery

Objective	October 1991	Spring 1992
Concepts Domain		
1. Number Concepts	51%	55%
2. Algebraic/Mathematical Relations and Functions	44%	46%
3. Geometric Properties and Relationships	49%	37%
4. Measurement Concepts	34%	37%
5. Probability and Statistics	57%	55%
Operations Domain		
6. Use of Addition to Solve Problems	63%	70%
7. Use of Subtraction to Solve Problems	43%	43%
8. Use of Multiplication to Solve Problems	48%	66%
9. Use of Division to Solve Problems	40%	42%
Problem Solving Domain		
10. Problem Solving Using Estimation	51%	51%
11. Problem Solving Using Solution Strategies	26%	36%
12. Problem Solving Using Mathematical Representation	29%	39%
13. Evaluation of the Reasonableness of a Solution	53%	56%

In the Concepts domain, performance dropped twelve percentage points on Objective 3 which required students to demonstrate an understanding of geometric properties and relationships. Students at Grade 11 experienced performance gains on Objective 3 between October 1990 and 1991 with a student mastery rate in October 1991 of almost 70 percent. At Grade 12 Objective 3 shared the lowest student success rate of thirty-seven percent in the Concepts domain with Objective 4 which assessed understanding of measurement concepts. A sample item representative of Objective 3 is provided below.

$\overleftrightarrow{WX}$ is parallel to $\overleftrightarrow{YZ}$. If the measure of $\angle 3$ is 150°, what is the measure of $\angle 1$?



A 150°

B 120°

C* 30°

D 10°

The objective assessing the use of multiplication skills in problem solving showed a substantial increase of eighteen percentage points between October 1991 and spring 1992.

Performance results at Grade 12 improved in three of the four objectives in the Operations domain in spring 1992 with Objective 8 showing the greatest improvement of any mathematics objective tested.

Gains were realized in the Problem Solving domain with two of the four objectives improving ten percentage points.

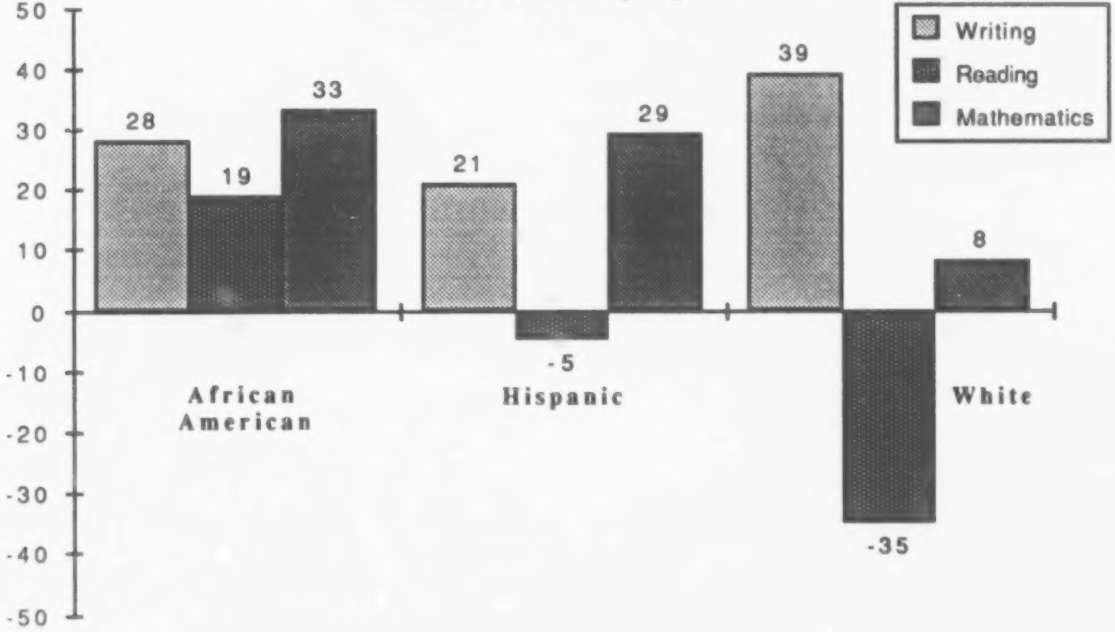
Objective 11 and Objective 12 showed the lowest student success rates in mathematics in October 1991 but results from spring 1992 showed each achieving a ten percentage point improvement which may have resulted from targeting the areas of lowest performance for remediation. The increases in these objectives help narrow the gap in achievement levels between skill areas tested in mathematics.

DEMOGRAPHIC PERFORMANCE SUMMARY

Significant improvement in writing and mathematics was noted for both African American and Hispanic students in the spring 1992 administration.

Comparisons of Grade 12 results by ethnic group between October 1991 and spring 1992 indicate that gains were made in reducing the differences in performance among the ethnic groups. The following chart illustrates the scale score gains/losses for the three major ethnic groups in each subject area between the October 1991 and spring 1992 administrations. In mathematics, for example, the average scale score rose thirty-three points for African American students, twenty-nine points for Hispanic students, while white students gained eight scale score points.

Texas Assessment of Academic Skills
Grade 12 Scale Score Gains/Losses by Ethnic Group
October 1991 - Spring 1992



Reading scale scores improved nineteen points for African American students with a slight drop of five points reported for Hispanic students and a thirty-five point decline for white students.

The following table represents the spring 1992 Grade 12 performance of ethnic groups in the three subject area tests. The scale score gain/loss compares the results of the spring 1992 administration with the October 1991 administration. Although only a five point scale score loss was noted in reading for Hispanic students at Grade 12 compared to the thirty-five point

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drop for white students, the scale score average between Hispanic and white students reflects a performance disparity of 121 points on the reading test.

Grade 12 Performance Results by Ethnic Group
Spring 1992

Ethnicity	Number Tested	% Meeting Minimum Expectations	Average Scale Score	Scale Score Gain (Loss) 1991-1992
African American				
Writing	1,504	70%	1521	28
Reading	1,224	51%	1417	19
Mathematics	3,480	52%	1426	33
Hispanic				
Writing	3,578	65%	1509	21
Reading	2,989	46%	1400	(5)
Mathematics	5,675	56%	1436	29
White				
Writing	2,610	81%	1591	39
Reading	1,242	72%	1521	(35)
Mathematics	3,472	66%	1478	8

The following table provides the spring 1992 assessment results aggregated by participation in a free or reduced price meal program (economically disadvantaged).

Economically Disadvantaged	Number Tested	% Meeting Minimum Expectations	Average Scale Score	Scale Score Gain (Loss) 1991 - 1992
Participants				
Writing	2,505	62%	1495	17
Reading	2,297	44%	1392	15
Mathematics	4,054	54%	1427	30
Nonparticipants				
Writing	5,485	74%	1556	29
Reading	3,402	58%	1454	(35)
Mathematics	8,652	60%	1454	14

Most of the Grade 12 students tested in spring 1992 were identified as at-risk of dropping out of school. Fifty-four percent of these students met minimum expectations on all tests taken, compared with a sixty-three percent rate for students not identified as at-risk. Forty-three percent of the 1,337 students identified as limited English proficient met minimum expectations on all tests taken, compared with sixty percent of the students not identified as limited English proficient.

OCTOBER 1990 THROUGH SPRING 1992 ADMINISTRATIONS

This section examines the performance results from the first four exit level administrations of the TAAS program. The first exit level test was administered to Grade 11 students in October 1990. Grade 11 students needing to retake one or more subject areas or Grade 11 students who were not tested in October 1990 were provided another opportunity to test in spring 1991. Likewise, the exit level administrations in the second year of the TAAS program provided additional opportunities in October 1991 and spring 1992 for Grade 12 students who still needed to retake a section or for Grade 12 students who had not previously tested. Each group of students, the Grade 11 students tested in October 1990 and spring 1991, and the Grade 12 students tested in October 1991 and spring 1992, were evaluated with the 60% standard since they were first eligible to test during the 1990-1991 school year.

> Following the initial TAAS exit level administration in October 1990, the percent of students meeting minimum expectations on all tests taken increased from thirty-nine percent in spring 1991 to forty-seven percent in October 1991 to fifty-eight percent in spring 1992.

The following analyses of the exit level results from the first four administrations results are based upon results for all students, and, therefore, will include the results for both first time and retesting students. In addition, the comparisons across the four exit level administrations will include results of those students who may have tested during one or more of the exit level administrations but did not test in each of the first four exit level administrations.

The following table summarizes the exit level results from the October 1990 through the spring 1992 administrations. As shown, sixty-five percent of the 174,871 Grade 11 students tested in the first TAAS exit level administration in October 1990 met minimum expectations on all tests taken. Following the October 1990 administration, 61,919 students had not met minimum expectations in one or more subject areas. In spring 1991, 62,863 Grade 11 students were tested with thirty-nine percent meeting minimum expectations on all tests taken. A summer administration was not provided in July 1991, so approximately 38,500 students began their senior year still needing to pass one or more subject areas of the TAAS. In October 1991 forty-seven percent of the 35,853 Grade 12 students tested met the minimum expectations. Following the statewide remediation effort described earlier, fifty-eight percent of the 18,925 Grade 12 students tested met minimum expectations on all tests taken in spring 1992.

Following the spring 1992 administration the total number of students passing the exit level test at the 60% standard across the four exit level administrations comprised ninety-four percent of the original number of Grade 11 students first tested in October 1990. This percent, however, includes the results of students who were first time testers in each exit level administration and does not account for students who dropped out after any of the exit level administrations.

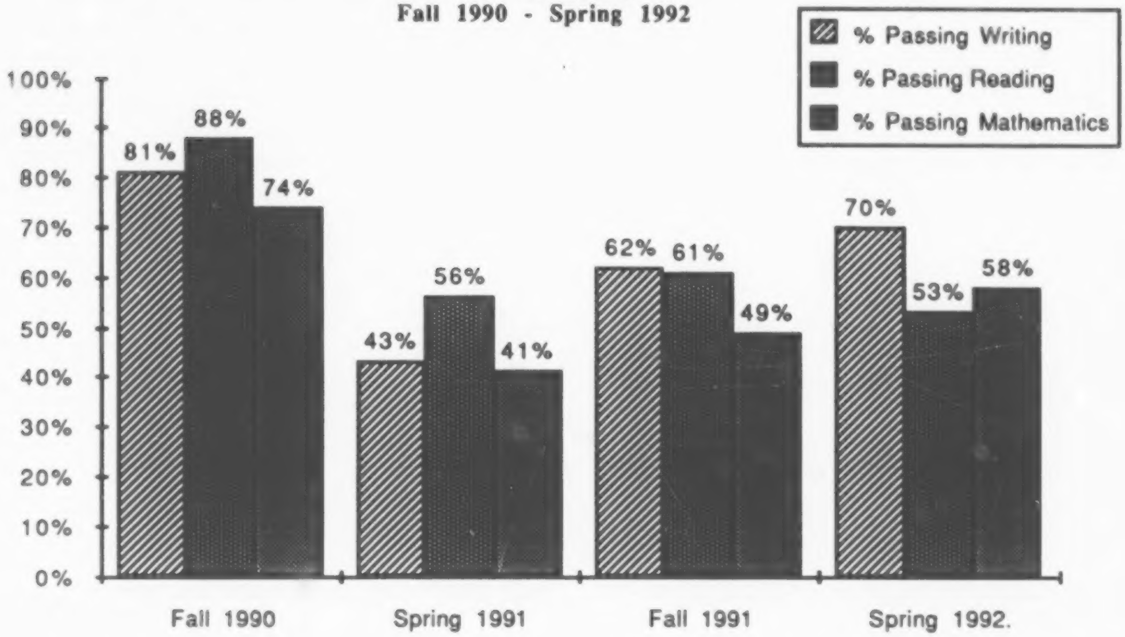
	Number of Students	Percent Meeting Minimum Expectations	Cumulative Percent Meeting Minimum Expectations
Fall 1990			
Total Tested	174,871		
Number Passing	112,952	65%	65%
Number Failing One or More Tests	61,919		
Spring 1991			
Total Tested	62,863		
Number Passing	24,281	39%	79%
Number Failing One or More Tests	38,582		
Fall 1991			
Total Tested	35,853		
Number Passing	16,860	47%	88%
Number Failing One or More Tests	18,993		
Spring 1992			
Total Tested	18,925		
Number Passing	10,929	58%	94%
Number Failing One or More Tests	7,996		

The increase in the percent of students meeting minimum expectations on all tests taken is a result of the strong gains in the percent of students meeting minimum expectations in writing and mathematics during the spring 1991, October 1991, and spring 1992 administrations.

> The gain from forty-three percent of the students meeting minimum expectations in writing in spring 1991 to seventy percent of the Grade 12 students in spring 1992 reflects the strong emphasis placed on remediation for these students during their senior year.

In mathematics, the percent meeting minimum expectations rose from forty-one percent of the Grade 11 students in spring 1991 to fifty-eight percent of the Grade 12 students tested in spring 1992. The passing rates for the reading subject area test, however, have shown little change during the last three exit level administrations. The following chart illustrates the percent of students meeting minimum expectations in each subject area during the first four exit level TAAS administrations.

Texas Assessment of Academic Skills
Percent Meeting Minimum Expectations by Subject Area
60% Standard
Fall 1990 - Spring 1992



The following table compares the composition of students in various demographic categories between the group of Grade 11 students who were first tested in October 1990 and the group of Grade 12 students who failed one or more tests following the spring 1992 administration. The comparisons of these groups of students highlight the continuing disparities in performance among ethnic and economic groups. For example, Hispanic students comprised twenty-eight percent of the Grade 11 students who were first tested in October 1990, but, following the spring 1992 administration, Hispanic students made up almost one-half of the 7,996 students still needing to pass one or more subjects areas.

	Composition of All Students (n=174,871) Fall 1990		Composition of Failing Group (n=7,996) Spring 1992	
Sex				
- Male	86,039	49%	3,686	46%
- Female	88,636	50%	4,287	54%
Ethnicity				
- Native American	340	0%	32	0%
- Asian	4,556	2%	288	4%
- African American	21,953	12%	2,055	26%
- Hispanic	49,580	28%	3,810	48%
- White	97,050	55%	1,617	20%

	Composition of All Students (n=174,871) Fall 1990		Composition of Failing Group (n=7,996) Spring 1992	
Economically Disadvantaged				
- Yes	32,737	19%	2,905	36%
- No	139,841	80%	4,793	60%
Limited English Proficient				
- Yes	5,724	3%	1,264	16%
- No	166,507	95%	6,458	81%
Bilingual / ESL				
- Bilingual	122	0%	65	1%
- ESL	4,434	3%	914	11%
- Neither	167,705	96%	6,737	84%
Vocational Education				
- Yes	50,876	29%	3,843	48%
- No	123,995	71%	4,003	50%

REMEDIATION

> Enabling students to achieve the passing standard on the exit level examinations is of continuing importance in preparing students for real world expectations.

Section 21.553 of the Texas Education Code states that an individual must demonstrate mastery of the exit level examination in order to be eligible to receive a Texas high school diploma. The following table illustrates the number and percent of exit level students failing to meet minimum expectations in one test only, two tests, or all three tests for the first four exit level TAAS administrations.

	Fall 1990	Spring 1991	Fall 1991	Spring 1992
One Test Only	35,430 (20%)	23,801 (38%)	13,318 (37%)	5,746 (30%)
Two Tests Only	16,105 (9%)	9,570 (15%)	3,929 (11%)	1,643 (9%)
All Three Tests	10,384 (6%)	5,211 (8%)	1,746 (5%)	607 (3%)
Total	61,919 (35%)	38,582 (61%)	18,993 (53%)	7,996 (42%)

Although the number of students failing has declined after each exit level administration, 7,996 Grade 12 students still had not met the minimum expectations in at least one subject area after the spring 1992 administration.

JULY 1992 ADMINISTRATION

Exit level students were provided the opportunity to participate in focused remediation during June and July in preparation for the July 1992 exit level examination. School districts and education service centers worked together to encourage eligible exit level students to register for the July test administration and participate in intensive remediation courses.

Of the 7,996 Grade 12 students still needing to pass one or more tests following the spring 1992 administration, 6,778 Grade 12 students registered to take the July 1992 administration. More than 1,300 students who were registered to test, however, were absent at the time of testing, so a total of 5,376 Grade 12 students actually took advantage of the summer administration in July 1992.

Despite the summer remediation efforts, only thirty-five percent, or 1,876 students, met minimum expectations on all tests taken. The table below displays the number of Grade 12 students tested, the number and percent meeting minimum expectations, and the average scale score in each subject area for the July 1992 administration.

Grade 12 Student Performance by Subject Area
July 1992

	Total Tested	Met Minimum Expectations	Average Scale Score
Writing	1,447	560 (39%)	1423
Reading	1,805	659 (37%)	1366
Mathematics	3,655	1,247 (34%)	1379

In July 1992, 3,500 Grade 12 students (65%) failed to meet minimum expectations in one or more subject areas. The following table illustrates the number and percent of students failing to meet minimum expectations in one test only, two tests, or all three subject area tests.

Grade 12 Students Requiring Remediation
July 1992

Failed One Test Only	2,728 (51%)
Failed Two Tests Only	603 (11%)
Failed All Three Tests	169 (3%)
Total	3,500 (65%)

More than one-half of the Grade 12 students not meeting minimum expectations needed to pass only one subject area in order to fulfill their TAAS exit level requirement.

Following the July 1992 exit level administration, approximately 6,200 Grade 12 students still had not completed their TAAS exit level requirement in order to be eligible to receive a Texas high school diploma.

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

SUMMARY REPORT

GRADE: **12-EXIT LEVEL**

ALL STUDENTS

REPORT DATE: **DECEMBER 1991**

DATE OF TESTING: **OCTOBER 1991**

STATEWIDE

TEST PERFORMANCE

	MASTERING NUMBER	MASTERING PERCENT
WRITING		
WRITTEN COMMUNICATION		
1-4 WRITTEN COMPOSITION - PERSUASIVE	3265	16

RATING:	0	1	2	3	4
NUMBER:	80	6843	10617	3168	97
PERCENT:	0	33	51	15	0

	MASTERING NUMBER	MASTERING PERCENT
5 SENTENCE CONSTRUCTION	7222	35
6 ENGLISH USAGE	14445	69
7. USE OF SPELLING, CAPITALIZATION, AND PUNCTUATION	6105	29

NUMBER TESTED IN WRITING: 20805
AVERAGE SCALE SCORE: 1513

TOTAL WRITING: MET MINIMUM EXPECTATIONS	12985	62
MASTERED ALL OBJECTIVES	1092	5

	MASTERING NUMBER	MASTERING PERCENT
READING		
READING COMPREHENSION		
1 WORD MEANING	5507	40
2 SUPPORTING IDEAS	10694	77
3 SUMMARIZATION	6789	49
4 RELATIONSHIPS AND OUTCOMES	8640	62
5 INFERENCES AND GENERALIZATIONS	3991	29
6. POINT OF VIEW, PROPAGANDA, AND FACT AND NONFACT	2490	18

NUMBER TESTED IN READING: 13844
AVERAGE SCALE SCORE: 1456

TOTAL READING: MET MINIMUM EXPECTATIONS	8419	61
MASTERED ALL OBJECTIVES	1324	10

	MASTERING NUMBER	MASTERING PERCENT
MATHEMATICS		
CONCEPTS		
1 NUMBER CONCEPTS	13113	51
2 ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	11405	44
3 GEOMETRIC PROPERTIES AND RELATIONSHIPS	12829	49
4 MEASUREMENT CONCEPTS	8761	34
5 PROBABILITY AND STATISTICS	14673	57
OPERATIONS		
6 USE OF ADDITION TO SOLVE PROBLEMS	16463	63
7 USE OF SUBTRACTION TO SOLVE PROBLEMS	11117	43
8 USE OF MULTIPLICATION TO SOLVE PROBLEMS	12538	48
9 USE OF DIVISION TO SOLVE PROBLEMS	10296	40
PROBLEM SOLVING		
10 PROBLEM SOLVING USING ESTIMATION	13309	51
11 PROBLEM SOLVING USING SOLUTION STRATEGIES	6739	26
12 PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	7470	29
13. EVALUATION OF THE REASONABLENESS OF A SOLUTION	13733	53

NUMBER TESTED IN MATHEMATICS: 25928
AVERAGE SCALE SCORE: 1429

TOTAL MATHEMATICS: MET MINIMUM EXPECTATIONS	12759	49
MASTERED ALL OBJECTIVES	884	3

GROUP CHARACTERISTICS

	NUMBER	PERCENT
Total Answer Documents Submitted	39614	100
Students Absent From All Tests	777	2
Students Exempt From All Tests: ARD	1414	4
Other Students Not Tested	1570	4
Number Of Students Tested	35853	91

GROUP PERFORMANCE

- = no data reported for fewer than five students
* = status as of March 15, 1991

		NUMBER TESTED	ALL TESTS TAKEN % MEETING MINIMUM EXPECTATIONS	ALL TESTS TAKEN % MASTERING ALL OBJECTIVES
All Students		35853	47	2
Male		17047	48	2
Female		18704	46	2
Native American		83	53	1
Asian		968	44	3
African American		7267	41	1
Hispanic		14264	43	1
White		12450	56	4
*Economically Disadvantaged:	Yes	10214	40	1
	No	24275	50	3
*Chapter 1 Regular Program:	Yes	1446	39	1
	No	33092	47	2
*Migrant Status:	Former	487	36	2
	Current	865	38	1
	Nonmigrant	32833	48	2
*Chapter 1 Migrant:	Remedial Writing	82	28	0
	Remedial Reading	269	36	0
	Remedial Mathematics	124	27	0
	Eligible Nonparticipants	732	37	2
*Limited English Proficient:	Yes	3403	31	0
	No	31183	49	2
*Bilingual/ESL Program:	Bilingual	109	35	1
	ESL	2491	31	0
	Neither	32030	48	2
*Special Education:	Learning Disability	1165	22	0
	Emotionally Disturbed	190	28	2
	Speech Handicapped	62	29	2
	Visually Handicapped	27	41	0
	Other Handicap Condition	143	32	0
	Not In Special Education	33056	48	2
*Gifted-Talented Program:	Yes	320	70	15
	No	34103	47	2
*At-Risk:	Yes	18351	42	1
	No	15550	53	3
*Continuous Enrollment:	One Year	3439	49	3
	Two Years	2018	48	3
	Three Years	2246	44	2
	Four Years	2169	43	2
	Five Years	822	50	2
	More Than Five Years	15044	47	2
*Vocational Education:	Yes	15958	45	1
	No	18207	49	3
*Graduation Plan:	Advanced H.S. Honors Program	547	77	16
	Advanced H.S. Program	2761	65	6
	H.S. Program(Regular)	29752	45	2
Nonstandard Administration In Mathematics		66	38	0

FIGURE 6

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT

GRADE: **12-EXIT LEVEL**

SPECIAL EDUCATION STUDENTS

REPORT DATE: **DECEMBER 1991**

DATE OF TESTING: **OCTOBER 1991**

STATEWIDE

TEST PERFORMANCE

	MASTERING NUMBER	MASTERING PERCENT
WRITING		
WRITTEN COMMUNICATION		
1-4. WRITTEN COMPOSITION - PERSUASIVE	57	6

RATING:	0	1	2	3	4
NUMBER:	10	530	375	56	1
PERCENT:	1	55	39	6	0

	MASTERING NUMBER	MASTERING PERCENT
5. SENTENCE CONSTRUCTION	128	13
6. ENGLISH USAGE	535	55
7. USE OF SPELLING, CAPITALIZATION, AND PUNCTUATION	113	12

NUMBER TESTED IN WRITING: 972
AVERAGE SCALE SCORE: 1418

TOTAL WRITING: MET MINIMUM EXPECTATIONS	347	36
MASTERED ALL OBJECTIVES	13	1

	MASTERING NUMBER	MASTERING PERCENT
READING		
READING COMPREHENSION		
1. WORD MEANING	187	26
2. SUPPORTING IDEAS	406	57
3. SUMMARIZATION	187	26
4. RELATIONSHIPS AND OUTCOMES	271	38
5. INFERENCES AND GENERALIZATIONS	82	12
6. POINT OF VIEW, PROPAGANDA, AND FACT AND NONFACT	54	8

NUMBER TESTED IN READING: 710
AVERAGE SCALE SCORE: 1337

TOTAL READING: MET MINIMUM EXPECTATIONS	249	35
MASTERED ALL OBJECTIVES	22	3

	MASTERING NUMBER	MASTERING PERCENT
MATHEMATICS		
CONCEPTS		
1. NUMBER CONCEPTS	335	29
2. ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	287	25
3. GEOMETRIC PROPERTIES AND RELATIONSHIPS	385	33
4. MEASUREMENT CONCEPTS	254	22
5. PROBABILITY AND STATISTICS	470	41
OPERATIONS		
6. USE OF ADDITION TO SOLVE PROBLEMS	506	44
7. USE OF SUBTRACTION TO SOLVE PROBLEMS	278	24
8. USE OF MULTIPLICATION TO SOLVE PROBLEMS	343	30
9. USE OF DIVISION TO SOLVE PROBLEMS	258	22
PROBLEM SOLVING		
10. PROBLEM SOLVING USING ESTIMATION	440	38
11. PROBLEM SOLVING USING SOLUTION STRATEGIES	134	12
12. PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	163	14
13. EVALUATION OF THE REASONABLENESS OF A SOLUTION	441	38

NUMBER TESTED IN MATHEMATICS: 1153
AVERAGE SCALE SCORE: 1329

TOTAL MATHEMATICS: MET MINIMUM EXPECTATIONS	278	24
MASTERED ALL OBJECTIVES	5	0

GROUP CHARACTERISTICS

	NUMBER	PERCENT
Total Answer Documents Submitted	2997	100
Students Absent From All Tests	81	3
Students Exempt From All Tests: ARD	1133	38
Other Students Not Tested	252	8
Number Of Students Tested	1531	51

GROUP PERFORMANCE

- = no data reported for fewer than five students
* = status as of March 15, 1991

		ALL TESTS TAKEN	
	NUMBER TESTED	% MEETING MINIMUM EXPECTATIONS	% MASTERING ALL OBJECTIVES
All Students	1531	25	0
Male	999	25	1
Female	526	23	0
Native American	4	-	-
Asian	12	0	0
African American	228	25	1
Hispanic	481	21	0
White	800	28	1
*Economically Disadvantaged: Yes	397	21	0
No	1111	26	1
*Chapter 1 Regular Program: Yes	55	24	0
No	1453	25	0
*Migrant Status: Former	19	21	0
Current	20	15	0
Nonmigrant	1438	25	0
*Chapter 1 Migrant: Remedial Writing	5	20	0
Remedial Reading	12	8	0
Remedial Mathematics	8	0	0
Eligible Nonparticipants	17	24	0
*Limited English Proficient: Yes	82	15	0
No	1432	25	0
*Bilingual/ESL Program: Bilingual	3	-	-
ESL	53	15	0
Neither	1453	25	0
*Special Education: Learning Disability	1165	22	0
Emotionally Disturbed	190	28	2
Speech Handicapped	62	29	2
Visually Handicapped	27	41	0
Other Handicap Condition	143	32	0
Not In Special Education	0	-	-
*Gifted-Talented Program: Yes	7	0	0
No	1506	25	0
*At-Risk: Yes	862	23	0
No	627	26	1
*Continuous Enrollment: One Year	102	17	0
Two Years	80	28	4
Three Years	85	21	0
Four Years	94	27	0
Five Years	47	30	0
More Than Five Years	739	24	0
*Vocational Education: Yes	867	21	0
No	628	29	1
*Graduation Plan: Advanced H.S. Honors Program	10	30	10
Advanced H.S. Program	29	34	7
H.S. Program(Regular)	1390	25	0

FIGURE 7

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

SUMMARY REPORT

GRADE: **12-EXIT LEVEL**

\$NON SPECIAL EDUCATION STUDENTS

REPORT DATE: **DECEMBER 1991**

DATE OF TESTING: **OCTOBER 1991**

STATEWIDE

TEST PERFORMANCE

	MASTERING NUMBER	MASTERING PERCENT
WRITING		
WRITTEN COMMUNICATION		
1-4 WRITTEN COMPOSITION - PERSUASIVE	3208	16

RATING:	0	1	2	3	4
NUMBER:	70	6313	10242	3112	96
PERCENT:	0	32	52	16	0

	MASTERING NUMBER	MASTERING PERCENT
5 SENTENCE CONSTRUCTION	7094	36
6 ENGLISH USAGE	13910	70
7 USE OF SPELLING, CAPITALIZATION, AND PUNCTUATION	5992	30

NUMBER TESTED IN WRITING: 19833
AVERAGE SCALE SCORE: 1517

TOTAL WRITING: MET MINIMUM EXPECTATIONS	12638	64
MASTERED ALL OBJECTIVES	1079	5

	MASTERING NUMBER	MASTERING PERCENT
READING		
READING COMPREHENSION		
1 WORD MEANING	5320	41
2 SUPPORTING IDEAS	10288	78
3 SUMMARIZATION	6602	50
4 RELATIONSHIPS AND OUTCOMES	8369	64
5 INFERENCES AND GENERALIZATIONS	3909	30
6 POINT OF VIEW, PROPAGANDA, AND FACT AND NONFACT	2436	19

NUMBER TESTED IN READING: 13134
AVERAGE SCALE SCORE: 1463

TOTAL READING: MET MINIMUM EXPECTATIONS	8170	62
MASTERED ALL OBJECTIVES	1302	10

	MASTERING NUMBER	MASTERING PERCENT
MATHEMATICS		
CONCEPTS		
1 NUMBER CONCEPTS	12778	52
2 ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	11118	45
3 GEOMETRIC PROPERTIES AND RELATIONSHIPS	12444	50
4 MEASUREMENT CONCEPTS	8507	34
5 PROBABILITY AND STATISTICS	14203	57
OPERATIONS		
6 USE OF ADDITION TO SOLVE PROBLEMS	15957	64
7 USE OF SUBTRACTION TO SOLVE PROBLEMS	10839	44
8 USE OF MULTIPLICATION TO SOLVE PROBLEMS	12195	49
9 USE OF DIVISION TO SOLVE PROBLEMS	10038	41
PROBLEM SOLVING		
10 PROBLEM SOLVING USING ESTIMATION	12869	52
11 PROBLEM SOLVING USING SOLUTION STRATEGIES	6605	27
12 PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	7307	29
13 EVALUATION OF THE REASONABLENESS OF A SOLUTION	13292	54

NUMBER TESTED IN MATHEMATICS: 24775
AVERAGE SCALE SCORE: 1434

TOTAL MATHEMATICS: MET MINIMUM EXPECTATIONS	12481	50
MASTERED ALL OBJECTIVES	879	4

GROUP CHARACTERISTICS

	NUMBER	PERCENT
Total Answer Documents Submitted	36617	100
Students Absent From All Tests	696	2
Students Exempt From All Tests: ARD	281	1
Other Students Not Tested	1318	4
Number Of Students Tested	34322	94

GROUP PERFORMANCE

- = no data reported for fewer than five students
* = status as of March 15, 1991

	NUMBER TESTED	ALL TESTS TAKEN: % MEETING MINIMUM EXPECTATIONS	ALL TESTS TAKEN: % MASTERING ALL OBJECTIVES
All Students	34322	48	2
Male	16048	49	2
Female	18178	47	2
Native American	79	56	1
Asian	956	44	3
African American	7039	41	1
Hispanic	13783	44	1
White	11650	58	4
*Economically Disadvantaged: Yes	9817	41	1
No	23164	51	3
*Chapter 1 Regular Program: Yes	1391	40	1
No	31639	48	2
*Migrant Status: Former	468	37	2
Current	845	38	1
Nonmigrant	31395	49	2
*Chapter 1 Migrant: Remedial Writing	77	29	0
Remedial Reading	257	37	0
Remedial Mathematics	116	28	0
Eligible Nonparticipants	715	38	2
*Limited English Proficient: Yes	3321	32	0
No	29751	50	2
*Bilingual/ESL Program: Bilingual	106	36	1
ESL	2438	31	0
Neither	30577	50	2
*Special Education: Learning Disability	0	-	-
Emotionally Disturbed	0	-	-
Speech Handicapped	0	-	-
Visually Handicapped	0	-	-
Other Handicap Condition	0	-	-
Not In Special Education	33056	48	2
*Gifted-Talented Program: Yes	313	72	15
No	32597	48	2
*At-Risk: Yes	17489	43	1
No	14923	54	3
*Continuous Enrollment: One Year	3337	50	4
Two Years	1938	49	3
Three Years	2161	45	2
Four Years	2075	43	2
Five Years	775	51	2
More Than Five Years	14305	48	2
*Vocational Education: Yes	15091	46	2
No	17579	50	3
*Graduation Plan: Advanced H.S. Honors Program	537	78	17
Advanced H.S. Program	2732	65	6
H.S. Program(Regular)	28362	46	2
\$Students With No Information Provided As To Special Education Status	1266	45	2

FIGURE 8

BEST COPY AVAILABLE

TAAS TEXAS ASSESSMENT OF ACADEMIC SKILLS

WRITTEN COMPOSITION ANALYTIC INFORMATION SUMMARY REPORT

GRADE: 12-EXIT LEVEL
DISTRICT: STATEWIDE
CAMPUS:

REPORT DATE: DECEMBER 1991
DATE OF TESTING: OCTOBER 1991

PAPERS RECEIVING WRITTEN COMPOSITION RATINGS OF 0 OR 1 WERE SCORED ANALYTICALLY. FOR EACH CATEGORY THE NUMBER OF PAPERS HAVING THAT DEFICIENCY IS INDICATED. A STUDENT'S PAPER MAY BE LISTED IN MORE THAN ONE CATEGORY. PAPERS RECEIVING WRITTEN COMPOSITION RATINGS OF 2, 3 OR 4 WERE NOT SCORED ANALYTICALLY.

ANALYTIC CATEGORY	NUMBERS OF PAPERS	
	RATING OF 0	RATING OF 1
Used wrong purpose	3	870
Lacked organization/structure	3	1826
Lacked support/elaboration	3	6619
Lacked language control	4	710
Wrote off topic	4	
No writing attempted	65	
Wrote in a foreign language	1	
Paper was illegible/incoherent	0	
Did not write enough to score	4	
Copied the prompt	3	
Explicitly refused to write	3	

WRITTEN COMPOSITION RATING SUMMARY

RATING:	0	1	2	3	4	TOTAL
NUMBER:	80	6843	10617	3168	97	20805
PERCENT:	0	33	51	15	0	

FIGURE 9

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS

02/23/92

PAGE 1 OF 2

REPORT DATE DECEMBER 1991

DATE OF TESTING OCTOBER 1991

GRADE 12-EXIT LEVEL

STATEWIDE

* = STATUS AS OF MARCH 15, 1991

PERCENT OF STUDENTS DEMONSTRATING OBJECTIVE MASTERY

- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		WRITING								READING									
			WRITTEN COMMUNICATION								READING COMPREHENSION								
			1-4	5	6	7					1	2	3	4	5	6			
	PERCENT MEETING MINIMUM EXPECTATIONS ON ALL TESTS TAKEN	NUMBER OF STUDENTS TESTED	WRITTEN COMPOSITION (3 OR 4 REQUIRED)	SENTENCE CONSTRUCTION	ENGLISH USAGE	USE OF SPELLING, CAPITALIZATION AND PUNCTUATION	AVERAGE SCALE SCORE	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES (3 OR 4 ON COMPOSITION REQUIRED)	NUMBER OF STUDENTS TESTED	WORD MEANING	SUPPORTING IDEAS	SUMMARIZATION	RELATIONSHIPS AND OUTCOMES	INFERENCES AND GENERALIZATIONS	POINT OF VIEW, PROPAGANDA, AND FACT AND NONFACT	AVERAGE SCALE SCORE	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES
ALL STUDENTS TESTED	47	20805	16	35	69	29	1513	62	5	13844	40	77	49	62	29	18	1456	61	10
MALE	48	10855	14	30	72	25	1500	59	4	6703	42	78	48	63	32	18	1463	63	10
FEMALE	47	9876	17	40	66	34	1527	66	7	7079	38	77	50	61	26	18	1449	59	9
NO INFORMATION PROVIDED	54	74	16	36	76	32	1513	64	5	62	55	77	56	76	47	29	1537	66	21
NATIVE AMERICAN	53	57	16	28	65	23	1511	72	2	42	36	71	52	60	21	17	1461	60	2
ASIAN	44	798	14	39	55	27	1482	53	6	606	33	72	47	57	24	14	1436	56	8
AFRICAN AMERICAN	41	3644	14	37	73	25	1493	62	3	2413	31	72	44	52	17	12	1398	53	3
HISPANIC	43	8210	13	27	62	23	1488	59	5	5977	34	76	43	55	17	10	1405	52	4
WHITE	56	7518	19	46	82	39	1552	67	9	4355	63	80	59	75	50	33	1556	78	21
NO INFORMATION PROVIDED	45	578	14	40	72	33	1517	63	5	451	51	83	62	72	44	26	1514	74	17
*ECONOMICALLY DISADVANTAGED: YES	40	5747	12	24	54	22	1478	57	2	4302	21	73	39	52	12	7	1377	46	2
NO	50	14097	17	39	75	32	1527	65	6	8741	48	79	53	67	36	22	1489	62	13
NO INFO. PROV.	45	961	14	40	72	32	1513	61	5	801	54	81	59	74	43	26	1522	75	17
*CHAPTER 1 REGULAR PROGRAM: YES	39	789	9	21	49	21	1471	59	2	661	20	75	37	50	11	6	1372	43	1
NO	47	19104	16	35	70	30	1514	63	5	12444	40	77	49	63	29	18	1458	61	10
NO INFO. PROV.	45	912	13	39	72	30	1512	63	4	739	48	79	57	70	39	23	1496	71	14
*MIGRANT STATUS: FORMER	34	273	16	22	49	22	1484	57	4	226	15	73	39	46	7	8	1363	37	1
CURRENT	36	529	11	21	48	20	1462	53	2	428	17	72	40	52	11	6	1369	44	1
NONMIGRANT	48	18850	16	35	70	30	1514	63	5	12358	40	77	49	63	29	18	1458	61	10
NO INFORMATION PROVIDED	45	1153	13	39	71	30	1511	62	5	832	48	79	56	69	38	22	1491	69	13
*CHAPTER 1 MIGRANT: REMEDIAL WRITING	28	57	5	16	49	16	1443	47	0	47	23	74	32	49	11	4	1377	38	0
REMEDIAL READING	36	150	11	21	46	22	1464	57	1	138	15	77	41	50	11	4	1366	41	1
REMEDIAL MATHEMATICS	27	78	4	17	44	10	1430	46	0	65	11	77	38	42	17	5	1354	35	2
ELIGIBLE NONPARTICIPANTS	37	451	13	21	45	19	1466	51	3	354	14	69	39	50	7	5	1359	40	0
NO INFORMATION PROVIDED	44	1305	13	38	70	29	1509	62	5	948	45	78	54	67	35	21	1478	67	12
*LIMITED ENGLISH PROFICIENT: YES	31	2563	8	18	38	14	1438	47	1	2052	16	71	36	47	12	6	1362	40	1
NO	49	17370	17	37	75	31	1524	65	6	11094	44	78	51	65	31	20	1471	64	11
NO INFO. PROV.	45	872	13	40	72	31	1510	62	4	698	50	79	57	71	40	22	1498	71	14
*BILINGUAL/ESL PROGRAM: BILINGUAL	35	93	8	13	38	15	1425	47	1	72	22	64	46	54	14	14	1381	50	4
ESL	31	1953	6	19	37	14	1432	45	1	1514	15	71	36	44	11	5	1355	39	0
NEITHER	48	17910	17	36	73	31	1522	64	6	11575	43	78	50	64	31	19	1468	63	11
NO INFORMATION PROV.	45	849	12	39	71	30	1506	62	4	683	49	78	57	70	39	23	1494	71	13

FIGURE 10

BEST COPY AVAILABLE

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS

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GRADE 12-EXIT LEVEL

STATEWIDE

* = STATUS AS OF MARCH 15, 1991

			WRITING								READING									
				WRITTEN COMMUNICATION								READING COMPREHENSION								
				1-4	5	6	7					1	2	3	4	5	6			
		PERCENT MEETING MINIMUM EXPECTATIONS ON ALL TESTS TAKEN	NUMBER OF STUDENTS TESTED	WRITTEN COMPOSITION (3 OR 4 REQUIRED)	SENTENCE CONSTRUCTION	ENGLISH USAGE	USE OF SPELLING, CAPITALIZATION AND PUNCTUATION	AVERAGE SCALE SCORE	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES (3 OR 4 ON COMPOSITION REQUIRED)	NUMBER OF STUDENTS TESTED	WORD MEANING	SUPPORTING IDEAS	SUMMARIZATION	RELATIONSHIPS AND OUTCOMES	INFERENCES AND GENERALIZATIONS	POINT OF VIEW, PROPAGANDA, AND FACT AND NONFACT	AVERAGE SCALE SCORE	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES
				PERCENT OF STUDENTS DEMONSTRATING OBJECTIVE MASTERY - = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS								PERCENT OF STUDENTS DEMONSTRATING OBJECTIVE MASTERY - = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS								
*SPECIAL EDUCATION:	LEARNING DISABILITY	22	730	5	9	52	8	1402	33	0	546	21	55	23	33	8	5	1312	30	1
	EMOTIONALLY DISTURBED	36	135	15	27	76	21	1466	39	5	88	52	56	44	66	25	20	1410	50	11
	SPEECH HANDICAPPED	39	40	5	10	40	18	1420	43	5	27	11	59	37	33	19	7	1339	26	4
	VISUALLY HANDICAPPED	51	15	0	20	60	20	1420	27	0	11	55	73	36	55	18	0	1400	64	0
	OTHER HANDICAP CONDITION	32	91	5	22	59	20	1457	46	2	65	35	71	31	51	20	3	1387	42	6
	NOT IN SPECIAL EDUCATION	48	18953	16	36	70	30	1518	64	6	12420	40	78	50	63	29	18	1460	62	10
	NO INFORMATION PROVIDED	45	880	12	39	71	30	1506	62	4	714	51	79	58	71	40	24	1502	73	14
*GIFTED-TALENTED PROGRAM:	YES	70	244	39	75	87	61	1675	81	27	156	62	88	76	84	68	53	1684	85	40
	NO	47	19612	16	34	69	29	1511	62	5	12960	37	77	48	62	28	17	1451	60	9
	NO INFO. PROV.	46	945	12	40	72	30	1511	62	4	730	48	78	58	69	38	25	1495	72	13
*AT-RISK:	YES	42	10248	14	26	61	22	1488	59	3	6862	26	73	40	53	16	9	1393	49	3
	NO	53	9312	18	44	78	37	1540	66	8	6006	53	82	58	73	42	27	1519	72	16
	NO INFORMATION PROVIDED	45	1236	13	39	74	33	1514	63	5	976	50	81	59	72	38	24	1509	73	15
*CONTINUOUS ENROLLMENT:	ONE YEAR	49	2685	19	40	72	38	1539	63	8	2090	62	81	62	77	50	32	1557	77	21
	TWO YEARS	46	1374	16	36	66	29	1509	60	5	849	39	78	50	61	37	17	1451	61	9
	THREE YEARS	44	1363	14	31	65	27	1500	60	5	871	37	79	46	57	31	16	1430	55	7
	FOUR YEARS	43	1304	13	28	61	23	1481	57	3	801	33	74	43	56	30	13	1402	53	4
	FIVE YEARS	50	475	13	27	64	23	1496	61	3	280	34	69	45	59	33	11	1423	50	5
	MORE THAN FIVE YEARS	47	7873	16	30	69	27	1510	64	4	4907	31	76	43	56	30	13	1416	54	5
	NO INFO. PROV.	48	6711	16	37	70	31	1516	62	6	4046	41	77	52	65	33	20	1470	64	11
*VOCATIONAL EDUCATION:	YES	45	8771	15	29	68	26	1500	61	4	5715	33	75	43	57	20	12	1417	55	5
	NO	49	10616	17	33	70	32	1521	63	6	7109	43	79	52	65	32	21	1476	63	12
	NO INFO. PROV.	48	1218	16	42	72	32	1523	63	6	1020	54	82	61	74	44	27	1525	74	17
*GRADUATION PLAN:	ADVANCED HS HONORS PROGRAM	77	434	40	75	90	65	1673	82	26	306	85	92	84	90	77	61	1740	89	54
	ADVANCED HS PROGRAM	65	1554	28	58	84	51	1594	75	15	845	63	88	68	81	55	35	1587	82	25
	HS PROGRAM(REGULAR)	45	16914	14	31	67	26	1501	61	4	11242	36	76	46	60	25	15	1435	58	7
	NO INFORMATION PROVIDED	44	1903	14	36	71	29	1506	61	5	1451	45	78	53	68	35	22	1482	66	13

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

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GRADE 12-EXIT LEVEL

STATEWIDE

* = STATUS AS OF MARCH 15, 1991

MATHEMATICS

PERCENT OF STUDENTS DEMONSTRATING MASTERY
- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

	NUMBER OF STUDENTS TESTED	CONCEPTS 1 NUMBER CONCEPTS	2 ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	3 GEOMETRIC PROPERTIES AND RELATIONSHIPS	4 MEASUREMENT CONCEPTS	5 PROBABILITY AND STATISTICS	OPERATIONS 6 USE OF ADDITION TO SOLVE PROBLEMS	7 USE OF SUBTRACTION TO SOLVE PROBLEMS	8 USE OF MULTIPLICATION TO SOLVE PROBLEMS	9 USE OF DIVISION TO SOLVE PROBLEMS	PROBLEM SOLVING 10 PROBLEM SOLVING USING ESTIMATION	11 PROBLEM SOLVING USING SOLUTION STRATEGIES	12 PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	13 EVALUATION OF THE REASONABLENESS OF A SOLUTION	AVERAGE SCALE SCORE	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES
ALL STUDENTS TESTED	25928	51	44	49	34	57	63	43	48	40	51	26	29	53	1429	49	3
MALE	11405	50	45	53	38	57	62	48	48	44	56	27	31	54	1438	51	4
FEMALE	14440	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFORMATION PROVIDED	83	59	59	54	61	67	73	55	60	61	63	43	42	66	1522	71	12
NATIVE AMERICAN	44	53	41	61	30	53	66	41	56	39	58	36	36	50	1442	56	2
ASIAN	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	15
AFRICAN AMERICAN	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
HISPANIC	10180	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
WHITE	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFORMATION PROVIDED	659	55	51	51	37	56	65	51	53	46	53	31	37	52	1455	53	7
*ECONOMICALLY DISADVANTAGED: YES	7231	47	40	44	27	61	61	37	44	32	45	30	22	48	1397	41	1
NO	17589	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFO. PROV.	1108	54	49	51	37	57	65	49	53	47	53	34	38	55	1459	53	8
*CHAPTER 1 REGULAR PROGRAM: YES	1047	46	37	43	28	61	63	36	45	30	46	20	22	46	1398	42	1
NO	23841	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFO. PROV.	1040	54	50	51	36	55	63	48	53	44	52	33	36	54	1452	53	7
*MIGRANT STATUS: FORMER	337	47	39	42	26	50	59	39	45	34	42	19	23	46	1395	40	1
CURRENT	582	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NONMIGRANT	23757	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1430	50	[illegible]
NO INFORMATION PROVIDED	1252	52	47	49	35	55	61	46	51	42	50	31	35	55	1444	50	6
*CHAPTER 1 MIGRANT: REMEDIAL WRITING	65	49	42	36	23	42	63	31	40	32	49	12	25	52	1385	40	0
REMEDIAL READING	180	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	0
REMEDIAL MATHEMATICS	86	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1380	[illegible]	0
ELIGIBLE NONPARTICIPANTS	484	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	0
NO INFORMATION PROVIDED	1451	50	47	48	34	53	61	46	51	42	51	30	33	54	1440	49	6
*LIMITED ENGLISH PROFICIENT: YES	2140	44	40	41	28	45	56	38	41	33	42	20	20	46	1387	37	1
NO	22769	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFO. PROV.	1019	53	49	51	36	57	62	48	53	44	51	32	36	53	1449	52	7
*BILINGUAL/ESL PROGRAM: BILINGUAL	60	42	32	43	42	47	60	43	40	40	48	28	23	42	1408	35	0
ESL	1494	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NEITHER	23389	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFORMATION PROV.	985	53	48	50	36	55	61	47	52	44	50	33	36	53	1448	50	7

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

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GRADE 12-EXIT LEVEL
STATEWIDE

* = STATUS AS OF MARCH 15, 1991

MATHEMATICS

PERCENT OF STUDENTS DEMONSTRATING MASTERY
- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

	NUMBER OF STUDENTS TESTED	CONCEPTS 1 NUMBER CONCEPTS	CONCEPTS 2 ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	CONCEPTS 3 GEOMETRIC PROPERTIES AND RELATIONSHIPS	CONCEPTS 4 MEASUREMENT CONCEPTS	CONCEPTS 5 PROBABILITY AND STATISTICS	OPERATIONS 6 USE OF ADDITION TO SOLVE PROBLEMS	OPERATIONS 7 USE OF SUBTRACTION TO SOLVE PROBLEMS	OPERATIONS 8 USE OF MULTIPLICATION TO SOLVE PROBLEMS	OPERATIONS 9 USE OF DIVISION TO SOLVE PROBLEMS	PROBLEM SOLVING 10 PROBLEM SOLVING USING ESTIMATION	PROBLEM SOLVING 11 PROBLEM SOLVING USING SOLUTION STRATEGIES	PROBLEM SOLVING 12 PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	PROBLEM SOLVING 13 EVALUATION OF THE REASONABLENESS OF A SOLUTION	AVERAGE SCALE SCORE	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES
*SPECIAL EDUCATION: LEARNING DISABILITY	880	25	23	31	20	39	42	21	28	20	37	10	13	37	1317	21	0
EMOTIONALLY DISTURBED	141	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
SPEECH HANDICAPPED	47	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
VISUALLY HANDICAPPED	21	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
OTHER HANDICAP CONDITION	108	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NOT IN SPECIAL EDUCATION	23766	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFORMATION PROVIDED	1009	53	48	50	35	55	62	48	53	45	51	34	35	54	1450	51	7
*GIFTED-TALENTED PROGRAM: YES	206	68	67	73	59	65	78	62	66	67	72	58	56	70	1599	73	27
NO	24604	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFO. PROV.	1118	53	47	50	36	57	63	48	52	42	49	31	34	54	1445	51	6
*AT-RISK: YES	13026	47	39	45	29	54	60	37	44	34	48	20	22	49	1400	42	1
NO	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFORMATION PROVIDED	1555	53	47	50	36	56	63	46	51	42	50	31	33	54	1446	50	7
*CONTINUOUS ENROLLMENT: ONE YEAR	2695	61	56	60	48	62	72	52	58	55	60	42	43	61	1502	63	11
TWO YEARS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
THREE YEARS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
FOUR YEARS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
FIVE YEARS	555	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
MORE THAN FIVE YEARS	10719	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFO. PROV.	7610	52	46	51	35	56	64	44	49	41	51	28	31	53	1437	52	4
*VOCATIONAL EDUCATION: YES	11503	46	40	47	30	55	61	40	47	36	50	22	25	51	1410	45	2
NO	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFO. PROV.	1345	58	52	55	40	57	67	53	53	48	54	34	40	56	1468	57	10
*GRADUATION PLAN: ADVANCED HS HONORS PROGRAM	376	81	76	81	74	74	91	78	73	73	75	68	68	76	1661	86	32
ADVANCED HS PROGRAM	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
HS PROGRAM(REGULAR)	21550	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFORMATION PROVIDED	2148	52	46	50	35	55	63	46	50	43	51	29	35	55	1439	51	6

Section V

TEAMS Exit Level Results

The exit level Texas Educational Assessment of Minimum Skills (TEAMS) test was administered in October 1991 and spring 1992 for those students who were classified as juniors during the 1989-1990 academic year or before. Students were also eligible to take the exit level TEAMS test in October 1991 and spring 1992 if they had taken the exit level test previously and had not demonstrated mastery of both sections of the test. Section 101.2 (e) of the Texas Administration Code states that no student is required to take an examination measuring objectives different from those assessed at the time the student was first eligible to take the exit level test. Section 21.553 of the Texas Education Code states that students who have not mastered all sections of the exit level test may retake the test each time it is administered.

GRADE 11 AND 12 RESULTS

The exit level TEAMS test measures minimum basic skills in the subject areas of mathematics and English language arts. Twenty-five percent of the Grade 12 students taking the TEAMS exit level test in October 1991 passed all tests taken. In spring 1992 thirty-four percent of the Grade 12 students passed all tests taken thus fulfilling the exit level requirement for a Texas high school diploma. Approximately eighty-seven percent of the Grade 12 students tested in October 1991 and eighty-six percent of the students tested in spring 1992 were retaking one or both sections of the TEAMS test.

A small number of students taking the exit level TEAMS test were classified as Grade 11 students in the 1991-1992 school year. Twenty-eight percent of the 205 Grade 11 students tested in October 1991, and thirty percent of the 61 Grade 11 students tested in spring 1992 passed all tests taken.

The table below summarizes the Grade 11 and 12 TEAMS performance results for the October 1991 and spring 1992 administrations.

TEAMS Exit Level Student Performance
October 1991 and Spring 1992

	Total Tested	Passed All Tests Taken	Failed One Test Only	Failed Both Tests
October 1991				
Grade 11	205	58 (28%)	119 (58%)	28 (14%)
Grade 12	1,719	433 (25%)	1,053 (61%)	233 (14%)
Spring 1992				
Grade 11	61	18 (30%)	37 (61%)	6 (10%)
Grade 12	1,092	366 (34%)	615 (56%)	111 (10%)

Approximately twice as many Grade 12 students were tested in mathematics than in English language arts in October 1991 and spring 1992. On the mathematics test, objective-level performance results indicate that Grade 12 students had the most difficulty with the objectives measuring fractions, multiple operations, measurement units, and formulas. Taken together, these mathematics objectives represent some of the more rigorous basic skills in mathematics.

Within the English language arts test, overall objective-level performance was better on the reading objectives than on the writing objectives. Grade 12 students had the most difficulty with the reading objectives measuring drawing conclusions and distinguishing between fact and opinion. Grade 12 students had the lowest mastery rates in both October 1991 and spring 1992 on the writing objectives measuring punctuation and proofreading skills.

TEAMS Student Performance by Subject Area
Grade 12

	Total Tested	Passed the Test	Average Scale Score
October 1991			
Mathematics	1,375	360 (26%)	656
English Language Arts	752	248 (33%)	680
Spring 1992			
Mathematics	868	298 (34%)	671
English Language Arts	433	166 (38%)	685

OUT-OF-SCHOOL EXAMINEE RESULTS

Out-of-school examinees taking the exit level TEAMS test have fulfilled all requirements for graduation except mastery of the basic skills measured on the exit level test. Out-of-school examinees are given the opportunity to test at every exit level administration.

Out-of-School Examinee TEAMS Performance
1991 - 1992

	Total Tested	Passed All Tests Taken	Failed One Test Only	Failed Both Tests
October 1991	1,005	258 (26%)	682 (68%)	65 (6%)
Spring 1992	683	182 (27%)	467 (68%)	34 (5%)
July 1992	842	211 (25%)	580 (69%)	51 (6%)

Sixty-eight percent of the out-of-school examinees taking the TEAMS exit level test in October 1991 and Spring 1992 failed only one test. Continued remediation in the specific areas of weakness can help these students master the basic skills and fulfill the exit level requirement for a Texas high school diploma. The following table displays the number of out-of-school examinees tested, the number and percent of students passing, and the average scale score in each subject area for the October 1991, spring 1992, and July 1992 administrations.

Out-of-School Examinee Performance by Subject Area
1991 - 1992

	Total Tested	Passed the Test	Average Scale Score
October 1991			
Mathematics	768	219 (29%)	663
English Language Arts	332	69 (21%)	672
Spring 1992			
Mathematics	488	124 (25%)	660
English Language Arts	258	87 (34%)	682
July 1992			
Mathematics	617	161 (26%)	665
English Language Arts	298	72 (24%)	671

Section VI

Grade 9 Results

The Grade 9 TAAS assessment provides the final statewide remediation information for students prior to the exit level testing.

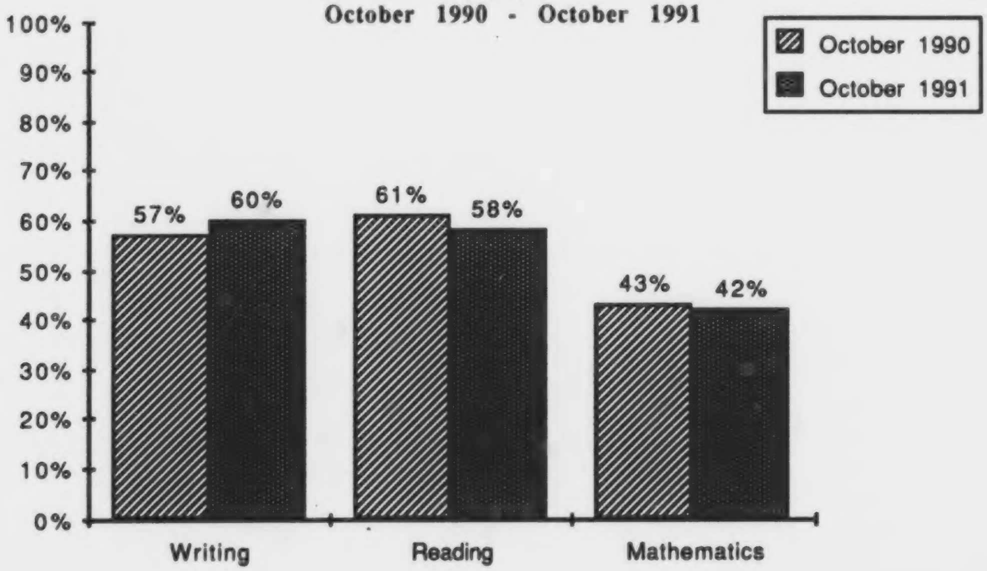
OCTOBER 1991 ADMINISTRATION

Thirty-four percent of the 253,688 Grade 9 students tested in October 1991 achieved minimum expectations on all tests taken which showed no change from the October 1990 results.

Reevaluating the October 1990 results at the seventy percent standard, thirty-four percent of the Grade 9 students would have achieved minimum expectations on all tests taken. Results of the October 1991 administration, with the seventy percent standard in effect, were the same. Four percent of the Grade 9 students mastered all objectives on all tests taken in October 1991, and 849 students, or less than one percent of the students tested, satisfied the requirements necessary to receive Academic Recognition.

The following chart illustrates Grade 9 student performance by subject area at the 70% standard for the October 1990 and October 1991 administrations. Students at Grade 9 achieved a significantly lower rate of success in mathematics than on the writing and reading subject area tests.

Percent of Students Meeting Minimum Expectations
Grade 9
October 1990 - October 1991



The table below provides the number of Grade 9 students tested statewide, the percent meeting minimum expectations, the average scale score, and the average scale score gain/loss for each subject area between the October 1990 and October 1991 administrations.

Grade 9 Student Performance by Subject Area
October 1991

	Number Tested	% Meeting Minimum Expectations	Average Scale Score	Scale Score Gain (Loss) 1990-1991
Writing	245,186	60%	1552	12
Reading	246,305	58%	1538	(7)
Mathematics	245,949	42%	1474	0

SUBJECT AREA PERFORMANCE: WRITING

A slight increase was noted in writing performance for Grade 9 between the October 1990 and October 1991 administrations.

In October 1991 sixty percent of the students met minimum expectations on the writing test, compared with a fifty-seven percent passing rate in October 1990 at the 70% standard. Thirteen percent of the Grade 9 students achieved mastery of all objectives in October 1991 by achieving a rating of 3 or 4 on the written composition and mastering each multiple-choice writing objective.

Writing: Written Composition Performance Assessment

Students at Grade 9 achieved an equal level of success on the written composition assessment in the October 1990 and October 1991 administrations.

In October 1991 Grade 9 students were required to write a persuasive composition in which they formulated a position on a given issue and presented convincing reasons to support the position in a clear and logical way for a specified audience. An example of the type of persuasive writing prompt a student might encounter on the writing assessment is provided below.

> In order to add space for more classrooms, your school principal is considering doing away with the school cafeteria. What is your position on this issue? Write a letter to your principal in which you state your position on this issue and provide convincing reasons for your position. Be sure to explain your reasons fully.

The October 1991 results show that seventy-six percent of the students wrote a successful persuasive composition. A large percentage of students (39%) achieved a composition score of 3 or 4 indicating a higher level of written expression. The distribution of written composition ratings was relatively unchanged between the October 1990 and 1991 administrations.

Percent of Grade 9 Students Achieving Each Written Composition Rating

	1	2	3	4
October 1990	22%	38%	33%	6%
October 1991	23%	37%	33%	6%

Persuasive compositions at Grade 9 which were unsuccessful in meeting minimum expectations had deficits in organization and elaboration.

Twenty-six hundred compositions, approximately one percent of the Grade 9 written compositions, received a rating of 0 indicating that the composition could not be scored as written. Sixty-four percent of the compositions receiving a rating of 0 did not attempt to respond to the writing task. Lack of support and elaboration was annotated for almost every Grade 9 written composition receiving a rating of 1, and thirty-two percent of the papers were annotated for lack of organization/support.

Writing: Multiple-Choice Assessment

Students at Grade 9 experienced the most difficulty with editing skills involving recognition of spelling, punctuation, and capitalization errors.

The following chart compares the mastery rates for multiple-choice writing objectives between 1990 and 1991. The percentage of students mastering Objective 6 stressing recognition of appropriate English usage within a written passage increased six percentage points from October 1990. However, students experienced difficulty with Objective 7, which assessed the ability of students to edit a passage for clarity and correctness. Test questions for this objective require students to determine whether there is a mistake in a specific passage and then to decide if the mistake is in spelling, capitalization, or punctuation.

Mastery of Writing Objectives

Objective	October 1990	October 1991
5. Sentence Construction	46%	47%
6. English Usage	65%	71%
7. Use of Spelling, Capitalization, and Punctuation	27%	23%

SUBJECT AREA PERFORMANCE: READING

Student performance at Grade 9 indicates inconsistent success in skills associated with reading for a purpose.

In reading, minimum expectations for passing were met by sixty-one percent of the ninth graders tested in 1990 at the 70% standard, dropping to a fifty-eight percent passing rate in October 1991. The largest percentage point increase achieved by students in reading occurred on Objective 4 which required students to perceive cause and effect relationships and predict probable outcomes based on information stated or implied in a specific text selection. Student performance dropped twelve percentage points between October 1990 and 1991 on Objective 6 requiring students to distinguish point of view, propaganda, and fact from nonfact. The lowest performing reading objective, involving text analysis to make inferences and generalizations, dropped five percentage points in October 1991.

Mastery of Reading Objectives

Objective	October 1990	October 1991
1. Word Meaning	54%	56%
2. Supporting Ideas	56%	58%
3. Summarization	58%	51%
4. Relationships and Outcomes	58%	67%
5. Inferences and Generalizations	53%	48%
6. Point of View, Propaganda, and Fact and Nonfact	71%	59%

SUBJECT AREA PERFORMANCE: MATHEMATICS

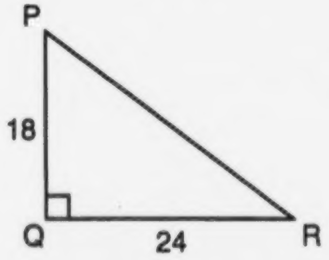
Students at Grade 9 experienced the highest level of success in mathematics in the Concept domain which emphasizes number concepts related to the foundations of problem solving.

In October 1991, forty-two percent of the ninth graders tested met minimum expectations in mathematics, compared with forty-three percent of the students in 1990 at the 70% standard with ten percent of the Grade 9 students achieving mastery of all mathematics objectives in October 1991.

The mathematics subject area test assessed three broad domains: Concepts, Operations, and Problem Solving. While performance improved six percentage points on Objectives 2 and 3, Objective 3, requiring students to demonstrate understanding of geometric properties and relationships, remained the lowest performing objective in the Concepts domain. Students also had difficulty with this objective in October 1990 suggesting that students are not recognizing and applying basic terminology and concepts in geometry.

The following sample problem is representative of an Objective 3 test item which would be encountered on the mathematics assessment.

Triangle PQR is a right triangle. What is the length of the hypotenuse PR?



A 36

B* 30

C 21

D 16

In October 1991 students at Grade 9 continue to experience difficulty with problem solving using mathematical representation and problem solving using solution strategies.

Grade 9 students continued to have difficulty with the objectives in the Operations and Problem Solving domains. Mastery rates were below sixty percent in each of the Operations objectives. Grade 9 students had the lowest success rates in the Operations domain on Objective 9, use of division to solve problems (39% mastery). An example of the type of division problem encountered on the mathematics section of the TAAS is provided below.

Jan bought some notebooks that cost $0.97 each. The subtotal before adding the 8% sales tax was $12.61. How many notebooks did Jan buy?

A 12

B* 13

C 14

D 17

E Not Here

In the Problem Solving domain Grade 9 performance was relatively unchanged except in Objective 13 which improved seven percentage points since October 1990. The lowest performing mathematics objective was Objective 11 which required students to determine solution strategies and analyze or solve problems. Only thirty-four percent of the students were able to identify the process by which a solution could be obtained when not required to solve for a specific answer.

Mastery of Mathematics Objectives

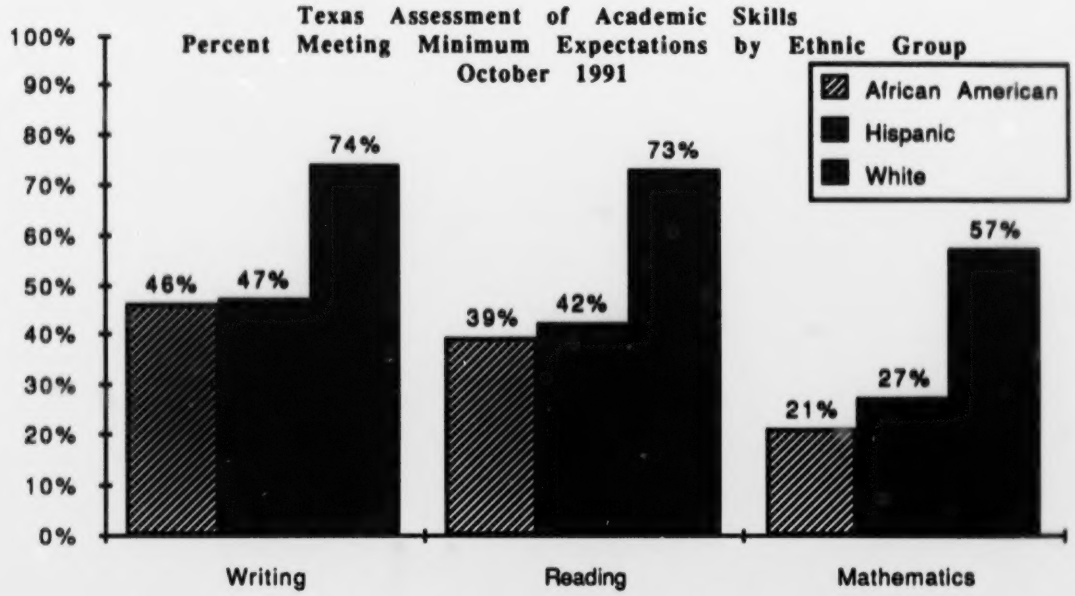
Objective	October 1990	October 1991
Concepts Domain		
1. Number Concepts	90%	88%
2. Algebraic/Mathematical Relations and Functions	62%	68%
3. Geometric Properties and Relationships	45%	51%
4. Measurement Concepts	74%	77%
5. Probability and Statistics	69%	66%
Operations Domain		
6. Use of Addition to Solve Problems	55%	59%
7. Use of Subtraction to Solve Problems	52%	50%
8. Use of Multiplication to Solve Problems	56%	49%
9. Use of Division to Solve Problems	41%	39%
Problem Solving Domain		
10. Problem Solving using Estimation	52%	52%
11. Problem Solving using Solution Strategies	36%	34%
12. Problem Solving using Mathematical Representation	38%	38%
13. Evaluation of the Reasonableness of a Solution	40%	47%

DEMOGRAPHIC PERFORMANCE SUMMARY

Ethnic Groups

Performance results at Grade 9 reveal differences of twenty-seven percentage points or more among the three major ethnic groups.

Student performance at Grade 9 among the three major ethnic groups shows that African American and Hispanic students had substantially lower passing rates than white students.


Texas Assessment of Academic Skills
Percent Meeting Minimum Expectations by Ethnic Group
October 1991

In writing, the performance results for African American students improved seven percentage points between October 1990 and 1991 compared with a one percentage point decline for Hispanic students and a five percentage point gain for white students. In reading and mathematics, performance results decreased slightly between October 1990 and 1991 for the three major ethnic groups.

The disparity in performance among the ethnic groups was not as wide on the written composition as on the overall writing test. Fifteen percentage points separated African American students from white students in writing a minimally successful composition, while twenty-eight points separated them on the overall writing test. The disparity between white and Hispanic students was seventeen percentage points on the written composition and twenty-seven percentage points on the overall writing test.

Grade 9 Performance Results by Ethnic Group
October 1991

Ethnicity	Number Tested	% Meeting Minimum Expectations	Average Scale Score	Scale Score Gain (Loss) 1990-1991
African American				
Writing	33,625	46%	1489	18
Reading	33,809	39%	1453	(14)
Mathematics	33,688	21%	1381	7
Hispanic				
Writing	82,627	47%	1487	1
Reading	82,989	42%	1462	(13)
Mathematics	82,851	27%	1407	5

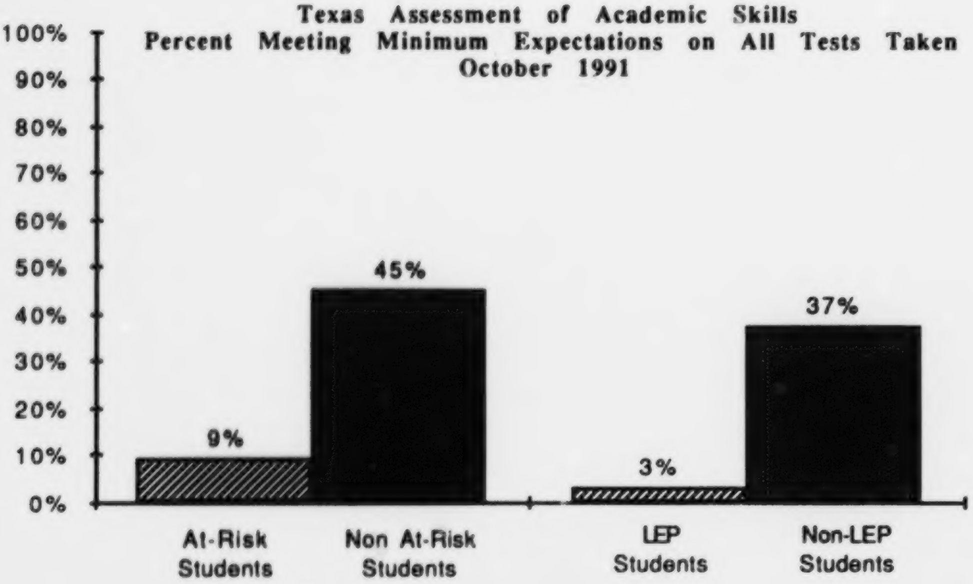
	Number Tested	% Meeting Minimum Expectations	Average Scale Score	Scale Score Gain (Loss) 1990-1991
White				
Writing	120,986	74%	1611	17
Reading	121,523	73%	1613	(1)
Mathematics	121,425	57%	1542	(5)

Economic Groups

Substantial disparities in performance exist at Grade 9 between the students identified as LEP or at-risk and the students not in these special populations.

Slightly more than one-fourth of Grade 9 students tested in October 1991 were identified as at-risk of dropping out of school. Nine percent of these students met minimum expectations on all tests taken compared with forty-five percent of students not identified as at-risk.

In October 1991 only three percent of the 13,011 students identified as limited English proficient (LEP) met minimum expectations on all tests taken, while thirty-seven percent of the Grade 9 students not identified as limited English proficient met minimum expectations. LEP students had the most difficulty meeting minimum expectations in reading and mathematics with ten percent of the students passing reading and nine percent passing mathematics. In writing, fifteen percent met minimum expectations, compared with a sixty-three percent rate for students not identified as limited English proficient.



The following tables display assessment results aggregated by participation in a free or reduced price meal program (economically disadvantaged) and/or the Chapter 1 Regular program.

Economically Disadvantaged	Number Tested	% Meeting Minimum Expectations	Average Scale Score	Scale Score Gain (Loss) 1990-1991
Participants				
Writing	71,985	45%	1479	5
Reading	72,375	38%	1447	(13)
Mathematics	72,238	25%	1395	5
Nonparticipants				
Writing	167,345	68%	1586	20
Reading	168,003	66%	1579	0
Mathematics	167,783	50%	1510	2
Chapter 1 Regular Program				
Participants				
Writing	12,815	33%	1441	1
Reading	12,883	22%	1390	(11)
Mathematics	12,835	12%	1345	9
Nonparticipants				
Writing	226,889	62%	1560	13
Reading	227,867	60%	1548	(6)
Mathematics	227,582	44%	1483	0

REMEDIATION

In October 1990 and October 1991, sixty-six percent of the Grade 9 students tested required remediation in one or more subject areas.

Section 21.557 of the Texas Education Code requires district to provide remedial instruction for students failing any section of the TAAS test. The following table indicates that Grade 9 performance results were unchanged between the October 1990 and October 1991 administrations. Intensive remediation must occur for students to prepare them to meet the passing standard on the exit level test.

Grade 9 Students Requiring Remediation

	October 1990		October 1991	
Failed One Test Only	51,702	21%	52,677	21%
Failed Two Tests Only	49,001	20%	50,127	20%
Failed All Three Tests	61,304	25%	63,368	25%
Total	162,007	66%	166,172	66%

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT

GRADE: **09**

ALL STUDENTS

REPORT DATE: **DECEMBER 1991**

DATE OF TESTING: **OCTOBER 1991**

STATEWIDE

TEST PERFORMANCE

	MASTERING NUMBER	MASTERING PERCENT
WRITING		
WRITTEN COMMUNICATION		
1-4 WRITTEN COMPOSITION - PERSUASIVE	96045	39

RATING:	0	1	2	3	4
NUMBER:	2600	55553	90988	81831	14214
PERCENT:	1	23	37	33	6

	MASTERING NUMBER	MASTERING PERCENT
5. SENTENCE CONSTRUCTION	114919	47
6. ENGLISH USAGE	174298	71
7. USE OF SPELLING, CAPITALIZATION, AND PUNCTUATION	57448	23

NUMBER TESTED IN WRITING: 245186
AVERAGE SCALE SCORE: 1552

	NUMBER	PERCENT
TOTAL WRITING: MET MINIMUM EXPECTATIONS	148319	60
MASTERED ALL OBJECTIVES	31730	13

	MASTERING NUMBER	MASTERING PERCENT
READING		
READING COMPREHENSION		
1. WORD MEANING	136904	56
2. SUPPORTING IDEAS	143760	58
3. SUMMARIZATION	126531	51
4. RELATIONSHIPS AND OUTCOMES	165313	67
5. INFERENCES AND GENERALIZATIONS	119438	48
6. POINT OF VIEW, PROPAGANDA, AND FACT AND NONFACT	144197	59

NUMBER TESTED IN READING: 246305
AVERAGE SCALE SCORE: 1538

	NUMBER	PERCENT
TOTAL READING: MET MINIMUM EXPECTATIONS	142256	58
MASTERED ALL OBJECTIVES	58409	24

	MASTERING NUMBER	MASTERING PERCENT
MATHEMATICS		
CONCEPTS		
1. NUMBER CONCEPTS	215725	88
2. ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	166072	68
3. GEOMETRIC PROPERTIES AND RELATIONSHIPS	124950	51
4. MEASUREMENT CONCEPTS	190444	77
5. PROBABILITY AND STATISTICS	161732	66
OPERATIONS		
6. USE OF ADDITION TO SOLVE PROBLEMS	145483	59
7. USE OF SUBTRACTION TO SOLVE PROBLEMS	122531	50
8. USE OF MULTIPLICATION TO SOLVE PROBLEMS	120015	49
9. USE OF DIVISION TO SOLVE PROBLEMS	94817	39
PROBLEM SOLVING		
10. PROBLEM SOLVING USING ESTIMATION	128914	52
11. PROBLEM SOLVING USING SOLUTION STRATEGIES	84688	34
12. PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	94375	38
13. EVALUATION OF THE REASONABLENESS OF A SOLUTION	114981	47

NUMBER TESTED IN MATHEMATICS: 245949
AVERAGE SCALE SCORE: 1474

	NUMBER	PERCENT
TOTAL MATHEMATICS: MET MINIMUM EXPECTATIONS	103830	42
MASTERED ALL OBJECTIVES	24634	10

GROUP CHARACTERISTICS

	NUMBER	PERCENT
Total Answer Documents Submitted	285084	100
Students Absent From All Tests	13667	5
Students Exempt From All Tests: ARD	12416	4
Students Exempt From All Tests: LEP	4427	2
Other Students Not Tested	886	0
Number Of Students Tested	253688	89

GROUP PERFORMANCE

- = no data reported for fewer than five students
* = status as of March 15, 1991

	NUMBER TESTED	ALL TESTS TAKEN: % MEETING MINIMUM EXPECTATIONS	ALL TESTS TAKEN: % MASTERING ALL OBJECTIVES
All Students	253688	34	4
Male	129537	32	3
Female	123714	37	4
Native American	584	32	3
Asian	5133	57	13
African American	35070	16	1
Hispanic	86123	20	1
White	124283	49	6
*Economically Disadvantaged: Yes	74976	17	1
No	172440	42	5
*Chapter 1 Regular Program: Yes	13262	7	0
No	234540	36	4
*Migrant Status: Former	2741	13	1
Current	3305	11	0
Nonmigrant	235509	36	4
*Chapter 1 Migrant: Remedial Writing	595	8	0
Remedial Reading	1855	7	0
Remedial Mathematics	1032	7	0
Eligible Nonparticipants	3201	15	1
*Limited English Proficient: Yes	13011	3	0
No	233625	37	4
*Bilingual/ESL Program: Bilingual	333	6	0
ESL	10599	2	0
Neither	237718	36	4
*Special Education: Learning Disability	9352	4	0
Emotionally Disturbed	1787	10	1
Speech Handicapped	1207	13	1
Visually Handicapped	96	29	2
Other Handicap Condition	1052	12	1
Not In Special Education	234927	36	4
*Gifted-Talented Program: Yes	21415	88	24
No	225062	30	3
*At-Risk: Yes	70051	9	0
No	174332	46	5
*Continuous Enrollment: One Year	32573	29	3
Two Years	18665	35	4
Three Years	16403	37	5
Four Years	14146	38	4
Five Years	9413	39	5
More Than Five Years	130525	36	4
*Vocational Education: Yes	42332	29	2
No	168215	37	4
Nonstandard Administration In Mathematics	401	23	3

FIGURE 11

BEST COPY AVAILABLE

TAAS TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT

GRADE: **09**

SPECIAL EDUCATION STUDENTS

REPORT DATE: **DECEMBER 1991**

DATE OF TESTING: **OCTOBER 1991**

STATEWIDE

TEST PERFORMANCE

	MASTERING NUMBER	MASTERING PERCENT
WRITING		
WRITTEN COMMUNICATION		
1-4 WRITTEN COMPOSITION - PERSUASIVE	1362	12
5. SENTENCE CONSTRUCTION	1578	14
6. ENGLISH USAGE	4561	41
7. USE OF SPELLING, CAPITALIZATION, AND PUNCIUATION	588	5

RATING:	0	1	2	3	4
NUMBER:	351	5722	3687	1272	90
PERCENT:	3	51	33	11	1

NUMBER TESTED IN WRITING: 11122
AVERAGE SCALE SCORE: 1385

TOTAL WRITING: MET MINIMUM EXPECTATIONS	2366	21
MASTERED ALL OBJECTIVES	157	1

	MASTERING NUMBER	MASTERING PERCENT
READING		
READING COMPREHENSION		
1. WORD MEANING	3982	35
2. SUPPORTING IDEAS	3607	32
3. SUMMARIZATION	2371	21
4. RELATIONSHIPS AND OUTCOMES	4144	37
5. INFERENCES AND GENERALIZATIONS	2390	21
6. POINT OF VIEW, PROPAGANDA, AND FACT AND NONFACT	3297	29

NUMBER TESTED IN READING: 11345
AVERAGE SCALE SCORE: 1371

TOTAL READING: MET MINIMUM EXPECTATIONS	2748	24
MASTERED ALL OBJECTIVES	727	6

	MASTERING NUMBER	MASTERING PERCENT
MATHEMATICS		
CONCEPTS		
1. NUMBER CONCEPTS	7637	67
2. ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	3612	32
3. GEOMETRIC PROPERTIES AND RELATIONSHIPS	3209	28
4. MEASUREMENT CONCEPTS	6030	53
5. PROBABILITY AND STATISTICS	4432	39
OPERATIONS		
6. USE OF ADDITION TO SOLVE PROBLEMS	3087	27
7. USE OF SUBTRACTION TO SOLVE PROBLEMS	2379	21
8. USE OF MULTIPLICATION TO SOLVE PROBLEMS	2468	22
9. USE OF DIVISION TO SOLVE PROBLEMS	1565	14
PROBLEM SOLVING		
10. PROBLEM SOLVING USING ESTIMATION	3034	27
11. PROBLEM SOLVING USING SOLUTION STRATEGIES	1175	10
12. PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	1314	12
13. EVALUATION OF THE REASONABLENESS OF A SOLUTION	2433	21

NUMBER TESTED IN MATHEMATICS: 11334
AVERAGE SCALE SCORE: 1300

TOTAL MATHEMATICS: MET MINIMUM EXPECTATIONS	1212	11
MASTERED ALL OBJECTIVES	165	1

GROUP CHARACTERISTICS

	NUMBER	PERCENT
Total Answer Documents Submitted	24552	100
Students Absent From All Tests	1210	5
Students Exempt From All Tests: ARD	10725	44
Students Exempt From All Tests: LEP	103	0
Other Students Not Tested	197	1
Number Of Students Tested	12317	50

GROUP PERFORMANCE

- = no data reported for fewer than five students
* = status as of March 15, 1991

	NUMBER TESTED	ALL TESTS TAKEN: % MEETING MINIMUM EXPECTATIONS	ALL TESTS TAKEN: % MASTERING ALL OBJECTIVES
All Students	12317	7	0
Male	8595	7	0
Female	3719	7	1
Native American	24	4	0
Asian	109	17	6
African American	1862	2	0
Hispanic	3910	3	0
White	6379	10	1
*Economically Disadvantaged: Yes	4612	3	0
No	7736	9	1
*Chapter 1 Regular Program: Yes	764	2	0
No	11478	7	0
*Migrant Status: Former	102	2	0
Current	141	1	0
Nonmigrant	11613	7	0
*Chapter 1 Migrant: Remedial Writing	16	0	0
Remedial Reading	69	0	0
Remedial Mathematics	43	0	0
Eligible Nonparticipants	121	2	0
*Limited English Proficient: Yes	715	1	0
No	11440	7	0
*Bilingual/ESL Program: Bilingual	30	0	0
ESL	491	1	0
Neither	11715	7	0
*Special Education: Learning Disability	9352	4	0
Emotionally Disturbed	1787	10	1
Speech Handicapped	1207	13	1
Visually Handicapped	96	29	2
Other Handicap Condition	1052	12	1
Not In Special Education	0	-	-
*Gifted-Talented Program: Yes	101	62	14
No	12050	6	0
*At-Risk: Yes	6119	4	0
No	6022	10	1
*Continuous Enrollment: One Year	1509	9	1
Two Years	1002	7	0
Three Years	821	7	0
Four Years	810	7	0
Five Years	480	7	1
More Than Five Years	6295	6	0
*Vocational Education: Yes	2619	6	0
No	7467	7	0

FIGURE 12

TEXAS ASSESSMENT OF ACADEMIC SKILLS

SUMMARY REPORT

GRADE 09

STATEWIDE

#NON SPECIAL EDUCATION STUDENTS

REPORT DATE: DECEMBER 1991

DATE OF TESTING: OCTOBER 1991

TEST PERFORMANCE

	MASTERING NUMBER	MASTERING PERCENT
WRITING		
WRITTEN COMMUNICATION		
1-4 WRITTEN COMPOSITION - PERSUASIVE	94559	41

RATING:	0	1	2	3	4
NUMBER:	2240	49510	86979	80439	14120
PERCENT:	1	21	37	34	6

	MASTERING NUMBER	MASTERING PERCENT
5. SENTENCE CONSTRUCTION	113116	48
6. ENGLISH USAGE	169293	73
7. USE OF SPELLING, CAPITALIZATION, AND PUNCTUATION	56753	24

NUMBER TESTED IN WRITING: 233288
AVERAGE SCALE SCORE: 1561

TOTAL WRITING: MET MINIMUM EXPECTATIONS	145665	62
MASTERED ALL OBJECTIVES	31552	14

	MASTERING NUMBER	MASTERING PERCENT
READING		
READING COMPREHENSION		
1. WORD MEANING	132653	57
2. SUPPORTING IDEAS	139858	60
3. SUMMARIZATION	123925	53
4. RELATIONSHIPS AND OUTCOMES	160802	69
5. INFERENCES AND GENERALIZATIONS	116837	50
6. POINT OF VIEW, PROPAGANDA, AND FACT AND NONFACT	140628	60

NUMBER TESTED IN READING: 234166
AVERAGE SCALE SCORE: 1547

TOTAL READING: MET MINIMUM EXPECTATIONS	139257	59
MASTERED ALL OBJECTIVES	57624	25

	MASTERING NUMBER	MASTERING PERCENT
MATHEMATICS		
CONCEPTS		
1. NUMBER CONCEPTS	207450	89
2. ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	162048	69
3. GEOMETRIC PROPERTIES AND RELATIONSHIPS	121467	52
4. MEASUREMENT CONCEPTS	183916	79
5. PROBABILITY AND STATISTICS	156929	67
OPERATIONS		
6. USE OF ADDITION TO SOLVE PROBLEMS	142102	61
7. USE OF SUBTRACTION TO SOLVE PROBLEMS	119921	51
8. USE OF MULTIPLICATION TO SOLVE PROBLEMS	117313	50
9. USE OF DIVISION TO SOLVE PROBLEMS	93117	40
PROBLEM SOLVING		
10. PROBLEM SOLVING USING ESTIMATION	125601	54
11. PROBLEM SOLVING USING SOLUTION STRATEGIES	83408	36
12. PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	92921	40
13. EVALUATION OF THE REASONABLENESS OF A SOLUTION	112332	48

NUMBER TESTED IN MATHEMATICS: 233833
AVERAGE SCALE SCORE: 1483

TOTAL MATHEMATICS: MET MINIMUM EXPECTATIONS	102491	44
MASTERED ALL OBJECTIVES	24458	10

GROUP CHARACTERISTICS

	NUMBER	PERCENT
Total Answer Documents Submitted	259663	100
Students Absent From All Tests	12426	5
Students Exempt From All Tests: ARD	1690	1
Students Exempt From All Tests: LEP	4317	2
Other Students Not Tested	688	0
Number Of Students Tested	240542	93

GROUP PERFORMANCE

- = no data reported for fewer than five students
* = status as of March 15, 1991

		ALL TESTS TAKEN	
	NUMBER TESTED	% MEETING MINIMUM EXPECTATIONS	% MASTERING ALL OBJECTIVES
All Students	240542	36	
Male	120535	34	
Female	119573	38	5
Native American	560	33	3
Asian	5022	58	13
African American	33181	17	1
Hispanic	81420	21	1
White	117897	51	7
*Economically Disadvantaged: Yes	69758	18	1
No	164581	44	6
*Chapter 1 Regular Program: Yes	12072	7	0
No	222659	38	4
*Migrant Status: Former	2634	13	1
Current	3156	12	1
Nonmigrant	223080	37	4
*Chapter 1 Migrant: Remedial Writing	572	8	0
Remedial Reading	1779	7	0
Remedial Mathematics	984	8	0
Eligible Nonparticipants	3074	16	1
*Limited English Proficient; Yes	12012	3	0
No	221640	38	4
*Bilingual/ESL Program: Bilingual	303	7	0
ESL	9864	2	0
Neither	225418	38	4
*Special Education: Learning Disability	0	-	-
Emotionally Disturbed	0	-	-
Speech Handicapped	0	-	-
Visually Handicapped	0	-	-
Other Handicap Condition	0	-	-
Not In Special Education	234927	36	4
*Gifted-Talented Program: Yes	21293	88	24
No	212204	31	2
*At-Risk: Yes	64138	9	0
No	168075	47	6
*Continuous Enrollment: One Year	30958	31	3
Two Years	17602	36	4
Three Years	15552	38	5
Four Years	13307	40	5
Five Years	8915	41	5
More Than Five Years	123778	38	5
*Vocational Education: Yes	39377	31	3
No	160255	38	5
#Students With No Information Provided As To Special Education Status	5615	21	2

FIGURE 13

TEXAS ASSESSMENT OF ACADEMIC SKILLS

WRITTEN COMPOSITION ANALYTIC INFORMATION SUMMARY REPORT

GRADE:	09		
DISTRICT:	STATEWIDE	REPORT DATE:	DECEMBER 1991
CAMPUS:		DATE OF TESTING:	OCTOBER 1991

PAPERS RECEIVING WRITTEN COMPOSITION RATINGS OF 0 OR 1 WERE SCORED ANALYTICALLY. FOR EACH CATEGORY THE NUMBER OF PAPERS HAVING THAT DEFICIENCY IS INDICATED. A STUDENT'S PAPER MAY BE LISTED IN MORE THAN ONE CATEGORY. PAPERS RECEIVING WRITTEN COMPOSITION RATINGS OF 2, 3 OR 4 WERE NOT SCORED ANALYTICALLY.

ANALYTIC CATEGORY	NUMBERS OF PAPERS	
	RATING OF 0	RATING OF 1
Used wrong purpose/mode	304	8996
Lacked organization/structure	360	17783
Lacked support/elaboration	411	54651
Lacked language control	332	3125
Wrote off topic	464	
No writing attempted	1668	
Wrote in a foreign language	72	
Paper was illegible/incoherent	13	
Did not write enough to score	185	
Copied the prompt	123	
Explicitly refused to write	75	

WRITTEN COMPOSITION RATING SUMMARY

RATING:	0	1	2	3	4	TOTAL
NUMBER:	2600	55553	90988	81831	14214	245186
PERCENT:	1	23	37	33	6	

FIGURE 14

TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS

02/23/92

PAGE 1 OF 2

REPORT DATE: DECEMBER 1991

DATE OF TESTING: OCTOBER 1991

GRADE: 09

STATEWIDE

* = STATUS AS OF MARCH 15, 1991

		WRITING								READING									
			WRITTEN COMMUNICATION								READING COMPREHENSION								
			1-4	5	6	7					1	2	3	4	5	6			
	PERCENT MEETING MINIMUM EXPECTATIONS ON ALL TESTS TAKEN	NUMBER OF STUDENTS TESTED	WRITTEN COMPOSITION (3 OR 4 REQUIRED)	SENTENCE CONSTRUCTION	ENGLISH USAGE	USE OF SPELLING, CAPITALIZATION AND PUNCTUATION	AVERAGE SCALE SCORE	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES (3 OR 4 ON COMPOSITION REQUIRED)	NUMBER OF STUDENTS TESTED	WORD MEANING	SUPPORTING IDEAS	SUMMARIZATION	RELATIONSHIPS AND OUTCOMES	INFERENCES AND GENERALIZATIONS	POINT OF VIEW, PROPAGANDA, AND FACT AND NONFACT	AVERAGE SCALE SCORE	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES
			PERCENT OF STUDENTS DEMONSTRATING OBJECTIVE MASTERY - = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS								PERCENT OF STUDENTS DEMONSTRATING OBJECTIVE MASTERY - = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS								
ALL STUDENTS TESTED	34	245186	39	47	71	23	1552	60	13	246305	56	58	51	67	48	59	1538	58	24
MALE	32	124708	33	41	68	18	1520	56	9	125404	56	58	50	65	47	58	1530	56	23
FEMALE	[illegible]	120071	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	17	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFORMATION PROVIDED	23	407	26	35	59	16	1469	45	6	413	47	46	41	55	34	50	1463	46	17
NATIVE AMERICAN	32	565	39	45	73	19	1548	59	10	564	58	61	55	68	48	61	1542	62	22
ASIAN	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	30	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1601	[illegible]	[illegible]
AFRICAN AMERICAN	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
HISPANIC	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
WHITE	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	19	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFORMATION PROVIDED	22	2315	27	37	58	18	1481	45	9	2336	45	48	41	56	37	47	1470	44	16
*ECONOMICALLY DISADVANTAGED: YES	17	71985	24	31	56	15	1479	45	5	72375	43	43	35	54	31	41	1447	38	10
NO	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	30
NO INFO. PROV.	24	5856	28	38	64	16	1496	49	8	5927	49	52	44	61	40	51	1494	50	18
*CHAPTER 1 REGULAR PROGRAM: YES	7	12815	20	19	44	9	1461	33	2	12883	35	31	22	42	19	28	1390	22	3
NO	36	[illegible]	[illegible]	[illegible]	[illegible]	24	[illegible]	[illegible]	15	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	25
NO INFO. PROV.	21	5482	26	34	60	17	1483	46	7	5555	46	48	41	58	37	48	1476	46	16
*MIGRANT STATUS: FORMER	13	2649	23	27	51	13	1462	39	5	2638	32	37	22	50	26	34	1423	31	7
CURRENT	11	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NONMIGRANT	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFORMATION PROVIDED	26	11460	28	41	65	20	1506	50	9	11576	52	53	46	62	43	54	1509	52	20
*CHAPTER 1 MIGRANT: REMEDIAL WRITING	8	677	16	22	40	11	1420	29	3	674	35	30	22	42	10	27	1377	22	3
REMEDIAL READING	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
REMEDIAL MATHEMATICS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
ELIGIBLE NONPARTICIPANTS	16	[illegible]	[illegible]	[illegible]	[illegible]	15	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFORMATION PROVIDED	23	7561	30	37	61	18	1500	49	8	7660	49	50	42	59	39	49	1486	47	17
*LIMITED ENGLISH PROFICIENT: YES	3	12450	9	9	25	6	1350	15	1	[illegible]	28	20	12	25	9	14	1307	10	1
NO	37	[illegible]	41	49	[illegible]	25	[illegible]	[illegible]	14	[illegible]	[illegible]	[illegible]	[illegible]	70	51	[illegible]	1553	[illegible]	25
NO INFO. PROV.	23	6612	30	37	62	19	1501	49	8	6698	49	50	43	59	39	49	1488	48	17
*BILINGUAL/ESL PROGRAM: BILINGUAL	6	321	17	14	33	7	1406	28	1	320	35	25	10	31	10	17	1352	14	0
ESL	[illegible]	[illegible]	6	8	[illegible]	5	[illegible]	[illegible]	1	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	0	[illegible]	[illegible]	9	[illegible]
NEITHER	36	[illegible]	41	49	[illegible]	25	[illegible]	[illegible]	14	[illegible]	[illegible]	60	[illegible]	[illegible]	51	[illegible]	1551	60	25
NO INFORMATION PROV.	21	4694	26	35	60	17	1483	45	7	4760	46	48	41	57	37	47	1476	46	15

FIGURE 15

TAAS

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TEXAS ASSESSMENT OF ACADEMIC SKILLS
DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS

REPORT DATE DECEMBER 1991

DATE OF TESTING OCTOBER 1991

GRADE 09

STATEWIDE

* = STATUS AS OF MARCH 15, 1991

WRITING / READING: PERCENT OF STUDENTS DEMONSTRATING OBJECTIVE MASTERY

- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		WRITING	WRITTEN COMMUNICATION 1-4	5	6	7				READING	READING COMPREHENSION 1	2	3	4	5	6			
	PERCENT MEETING MINIMUM EXPECTATIONS ON ALL TESTS TAKEN	NUMBER OF STUDENTS TESTED	WRITTEN COMPOSITION (3 OR 4 REQUIRED)	SENTENCE CONSTRUCTION	ENGLISH USAGE	USE OF SPELLING, CAPITALIZATION AND PUNCTUATION	AVERAGE SCALE SCORE	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES (3 OR 4 ON COMPOSITION REQUIRED)	NUMBER OF STUDENTS TESTED	WORD MEANING	SUPPORTING IDEAS	SUMMARIZATION	RELATIONSHIPS AND OUTCOMES	INFERENCES AND GENERALIZATIONS	POINT OF VIEW, PROPAGANDA, AND FACT AND NONFACT	AVERAGE SCALE SCORE	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES
*SPECIAL EDUCATION: LEARNING DISABILITY	4	8381	10	10	36	3	1362	17	1	8550	32	28	17	33	18	25	1350	20	4
EMOTIONALLY DISTURBED	10	1612	[illegible]	[illegible]	[illegible]	[illegible]	1400	[illegible]	[illegible]	1650	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1416	[illegible]	[illegible]
SPEECH HANDICAPPED	[illegible]	1126	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1142	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1380	[illegible]	[illegible]
VISUALLY HANDICAPPED	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	94	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
OTHER HANDICAP CONDITION	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NOT IN SPECIAL EDUCATION	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	14	[illegible]	57	60	[illegible]	[illegible]	50	60	[illegible]	60	[illegible]
NO INFORMATION PROVIDED	21	5228	25	35	61	17	1482	45	7	5266	46	49	41	57	37	48	1477	45	16
*GIFTED-TALENTED PROGRAM: YES	88	21216	78	91	97	61	1787	95	50	21240	86	92	92	95	88	93	1777	96	63
NO	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	10	[illegible]	53	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	20
NO INFO. PROV.	20	6741	23	34	60	17	1475	44	6	6807	46	47	40	56	36	46	1471	44	15
*AT-RISK: YES	2	67177	18	21	38	2	1435	33	2	67636	38	36	26	45	24	34	1407	38	6
NO	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFORMATION PROVIDED	21	[illegible]	22	37	61	16	1491	48	7	8060	49	50	43	59	39	49	1489	48	17
*CONTINUOUS ENROLLMENT: ONE YEAR	[illegible]	[illegible]	[illegible]	[illegible]	67	20	1525	55	10	31370	53	55	[illegible]	[illegible]	[illegible]	55	1512	[illegible]	21
TWO YEARS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
THREE YEARS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
FOUR YEARS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
FIVE YEARS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
MORE THAN FIVE YEARS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFO. PROV.	28	30560	31	42	67	20	1515	52	10	30627	52	55	47	63	44	54	1515	53	20
*VOCATIONAL EDUCATION: YES	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	12	[illegible]	57	[illegible]	[illegible]	[illegible]	55	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFO. PROV.	30	41237	32	44	68	22	1525	54	11	41545	54	56	49	64	46	56	1522	54	22

TAAS

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TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS

PAGE 1 OF 2

REPORT DATE DECEMBER 1991

DATE OF TESTING OCTOBER 1991

GRADE 09

STATEWIDE

* = STATUS AS OF MARCH 15, 1991

MATHEMATICS

PERCENT OF STUDENTS DEMONSTRATING MASTERY
- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

	NUMBER OF STUDENTS TESTED	CONCEPTS 1 NUMBER CONCEPTS	CONCEPTS 2 ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	CONCEPTS 3 GEOMETRIC PROPERTIES AND RELATIONSHIPS	CONCEPTS 4 MEASUREMENT CONCEPTS	CONCEPTS 5 PROBABILITY AND STATISTICS	OPERATIONS 6 USE OF ADDITION TO SOLVE PROBLEMS	OPERATIONS 7 USE OF SUBTRACTION TO SOLVE PROBLEMS	OPERATIONS 8 USE OF MULTIPLICATION TO SOLVE PROBLEMS	OPERATIONS 9 USE OF DIVISION TO SOLVE PROBLEMS	PROBLEM SOLVING 10 PROBLEM SOLVING USING ESTIMATION	PROBLEM SOLVING 11 PROBLEM SOLVING USING SOLUTION STRATEGIES	PROBLEM SOLVING 12 PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	PROBLEM SOLVING 13 EVALUATION OF THE REASONABLENESS OF A SOLUTION	AVERAGE SCALE SCORE	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES
ALL STUDENTS TESTED	245949	88	68	51	77	66	59	50	49	39	52	34	38	47	1474	42	10
MALE	125219	87	65	54	[illegible]	65	57	[illegible]	46	38	53	36	37	48	1471	42	10
FEMALE	120325	[illegible]	70	[illegible]	76	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	10
NO INFORMATION PROVIDED	405	81	50	41	70	54	44	36	37	30	40	25	27	34	1397	28	5
NATIVE AMERICAN	560	88	66	49	75	66	61	49	46	37	51	31	38	43	1467	40	8
ASIAN	5080	[illegible]	[illegible]	[illegible]	[illegible]	78	[illegible]	[illegible]	70	[illegible]	70	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	20
AFRICAN AMERICAN	33688	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
HISPANIC	82851	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
WHITE	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFORMATION PROVIDED	2337	79	55	41	69	53	48	41	40	28	44	24	27	38	1407	29	6
*ECONOMICALLY DISADVANTAGED: YES	72238	82	54	37	[illegible]	55	47	[illegible]	[illegible]	26	40	20	23	34	1395	25	4
NO	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1510	50	13
NO INFO. PROV.	5928	83	58	42	71	57	50	43	41	30	45	26	29	39	1421	31	6
*CHAPTER 1 REGULAR PROGRAM: YES	[illegible]	78	43	[illegible]	63	[illegible]	37	[illegible]	31	18	33	11	12	26	[illegible]	12	1
NO	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	11
NO INFO. PROV.	5532	81	55	40	69	55	47	40	39	28	43	23	26	38	1406	28	5
*MIGRANT STATUS: FORMER	2661	80	49	34	67	51	46	35	37	32	38	17	19	33	1380	21	3
CURRENT	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NONMIGRANT	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	10
NO INFORMATION PROVIDED	11520	83	59	44	71	59	51	44	42	31	46	28	32	42	1431	34	7
*CHAPTER 1 MIGRANT: REMEDIAL WRITING	576	73	45	30	62	45	38	28	[illegible]	20	31	[illegible]	13	30	[illegible]	15	1
REMEDIAL READING	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
REMEDIAL MATHEMATICS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
ELIGIBLE NONPARTICIPANTS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFORMATION PROVIDED	7648	82	56	41	70	56	49	42	40	29	44	25	28	39	1416	30	5
*LIMITED ENGLISH PROFICIENT: YES	[illegible]	65	37	22	55	36	32	26	27	16	27	8	9	22	1307	9	1
NO	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	11
NO INFO. PROV.	6704	83	56	41	72	57	50	42	42	30	45	26	28	38	1420	30	6
*BILINGUAL/ESL PROGRAM: BILINGUAL	327	74	43	31	[illegible]	[illegible]	[illegible]	30	36	19	33	12	10	22	1365	16	0
ESL	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	8	8	[illegible]	[illegible]	[illegible]	[illegible]
NEITHER	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFORMATION PROV.	4748	81	55	40	69	55	48	40	39	28	44	23	26	38	1407	28	6

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TAAS

02/23/92

TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS

REPORT DATE DECEMBER 1991

DATE OF TESTING OCTOBER 1991

GRADE 09

STATEWIDE

* = STATUS AS OF MARCH 15, 1991

MATHEMATICS

PERCENT OF STUDENTS DEMONSTRATING MASTERY
- * NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

	NUMBER OF STUDENTS TESTED	CONCEPTS 1 NUMBER CONCEPTS	2 ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	3 GEOMETRIC PROPERTIES AND RELATIONSHIPS	4 MEASUREMENT CONCEPTS	5 PROBABILITY AND STATISTICS	OPERATIONS 6 USE OF ADDITION TO SOLVE PROBLEMS	7 USE OF SUBTRACTION TO SOLVE PROBLEMS	8 USE OF MULTIPLICATION TO SOLVE PROBLEMS	9 USE OF DIVISION TO SOLVE PROBLEMS	PROBLEM SOLVING 10 PROBLEM SOLVING USING ESTIMATION	11 PROBLEM SOLVING USING SOLUTION STRATEGIES	12 PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	13 EVALUATION OF THE REASONABLENESS OF A SOLUTION	AVERAGE SCALE SCORE	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES
*SPECIAL EDUCATION: LEARNING DISABILITY	8564	65	28	26	61	34	24	18	12	11	24	8	9	12	1201	8	1
EMOTIONALLY DISTURBED	1632	70	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
SPEECH HANDICAPPED	1146	71	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
VISUALLY HANDICAPPED	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
OTHER HANDICAP CONDITION	275	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NOT IN SPECIAL EDUCATION	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFORMATION PROVIDED	5284	61	55	40	69	55	47	40	39	28	43	23	26	37	1406	28	5
*GIFTED-TALENTED PROGRAM: YES	21263	98	94	94	94	91	93	88	82	81	85	80	86	83	1731	98	44
NO	217903	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFO. PROV.	6783	80	55	40	68	54	42	38	38	27	42	23	26	37	1402	27	6
*AT-RISK: YES	67454	77	45	33	63	43	37	22	30	13	34	13	18	27	1380	18	2
NO	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFORMATION PROVIDED	8047	82	56	42	70	64	49	41	40	30	44	28	28	39	1417	30	6
*CONTINUOUS ENROLLMENT: ONE YEAR	31330	85	61	47	75	62	55	30	25	35	37	30	32	33	1293	37	8
TWO YEARS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
THREE YEARS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
FOUR YEARS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
FIVE YEARS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
MORE THAN FIVE YEARS	127150	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFO. PROV.	30470	85	63	46	74	61	54	47	45	35	49	30	34	43	1449	37	8
*VOCATIONAL EDUCATION: YES	40822	87	61	42	74	63	54	34	35	35	50	30	34	43	1281	37	7
NO	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFO. PROV.	41374	86	64	47	74	64	55	47	46	35	49	32	36	44	1457	38	9

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District Analysis Report

Texas Assessment of Academic Skills
Grade 9
October 1991

TEXAS EDUCATION AGENCY
TEXAS ASSESSMENT OF ACADEMIC SKILLS
OCTOBER 1991 TAAS PERFORMANCE
NON SPECIAL EDUCATION AND "NO INFO. PROVIDED" STUDENTS
GRADE 9

NOVEMBER 2, 1992

NUMBER OF DISTRICTS	CATEGORIES	NUMBER OF STUDENTS TESTED OCT 1991	PERCENT MET MIN EXP. ALL TSTS TAKEN OCT 1991	-AVERAGE SCALE SCORE- OCTOBER 1991 WRITING	READING	MATH	-AVERAGE SCALE SCORE- GAIN/LOSS OCT 1991 - OCT 1990 WRITING	READING	MATH	NUMBER OF STUDENTS NEEDING ANY REMEDIATION
ENROLLMENT GROUPINGS										
8	OVER 50,000	48,549	25	1507	1500	1432	5	-15	-2	36,595
18	25,000 TO 49,999	44,560	43	1588	1571	1515	20	-5	-1	25,468
47	10,000 TO 24,999	53,617	35	1562	1539	1477	6	-8	-5	34,652
59	5,000 TO 9,999	26,555	38	1571	1557	1490	9	-8	-6	16,441
80	3,000 TO 4,999	22,327	38	1572	1558	1491	16	-4	3	13,805
130	1,600 TO 2,999	19,435	37	1571	1554	1487	16	-5	2	12,213
118	1,000 TO 1,599	10,393	41	1586	1575	1510	25	0	8	6,117
204	500 TO 999	10,023	41	1571	1580	1513	12	-3	2	5,950
308	UNDER 500	5,911	42	1571	1586	1526	10	-7	-4	3,442
DISTRICT TYPE										
8	MAJOR URBAN	47,224	24	1504	1496	1427	6	-15	-2	36,073
63	MAJOR SUBURBAN	70,943	43	1592	1577	1517	14	-5	-4	40,229
24	OTHER CENTRAL CITY	30,563	35	1560	1534	1476	6	-7	-1	19,786
76	OTHER CC SUBURBAN	22,410	33	1547	1528	1461	14	-8	-4	15,096
71	INDEPENDENT TOWN	24,628	37	1569	1552	1484	16	-5	0	15,533
44	NON-METRO FAST GROWING	3,836	43	1578	1580	1513	6	0	-1	2,191
260	NON-METRO STABLE	30,526	37	1569	1557	1491	15	-6	2	19,205
426	RURAL	11,240	42	1573	1584	1519	13	-2	1	6,570
WEALTH (MEDIAN=$140,578)										
101	UNDER $76,272	27,864	22	1498	1470	1418	-2	-13	4	21,737
100	$76,272 TO $90,118	13,701	32	1552	1539	1466	15	-4	3	9,273
103	$90,119 TO $106,053	17,696	31	1542	1528	1459	6	-7	-1	12,280
98	$106,054 TO $124,839	15,633	35	1552	1546	1482	22	1	12	10,200
100	$124,840 TO $140,577	35,126	37	1559	1552	1485	11	-8	-5	22,274
103	$140,578 TO $165,104	30,062	44	1597	1581	1519	18	-5	-2	16,838
99	$165,105 TO $202,678	28,561	40	1582	1569	1501	12	-7	-4	17,005
94	$202,679 TO $259,734	36,229	34	1545	1545	1478	21	-11	-2	23,863
94	$259,735 TO $438,516	31,135	41	1590	1561	1505	3	-10	-6	18,426
74	OVER $438,516	4,712	45	1591	1590	1527	6	-5	-8	2,591
6	SPECIAL DISTRICTS	651	70	1682	1691	1618	52	16	-2	196
WEALTH (ST AVG=$181,540)										
657	UNDER $181,540	153,389	34	1552	1538	1474	12	-7	1	101,351
309	OVER $181,540	87,330	39	1575	1561	1498	13	-9	-5	53,136
6	SPECIAL DISTRICTS	651	70	1682	1691	1618	52	16	-2	196

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

TEXAS EDUCATION AGENCY
TEXAS ASSESSMENT OF ACADEMIC SKILLS
OCTOBER 1991 TAAS PERFORMANCE
NON SPECIAL EDUCATION AND "NO INFO. PROVIDED" STUDENTS
GRADE 9

NOVEMBER 2, 1992

NUMBER OF DISTRICTS	CATEGORIES	NUMBER OF STUDENTS TESTED OCT 1991	PERCENT MET MIN EXP. ALL TSTS TAKEN OCT 1991	-AVERAGE SCALE SCORE- OCTOBER 1991 WRITING	READING	MATH	-AVERAGE SCALE SCORE- GAIN/LOSS OCT 1991 - OCT 1990 WRITING	READING	MATH	NUMBER OF STUDENTS NEEDING ANY REMEDIATION
WEALTH BY EQUAL PUPILS PER GROUP										
24	UNDER $44,827	11,586	17	1476	1444	1396	-13	-20	-3	9,581
35	$44,827 TO < $63,744	12,227	22	1497	1466	1414	1	-11	5	9,592
77	$63,744 TO < $81,747	12,891	32	1551	1538	1465	18	-1	8	8,746
129	$81,747 TO < $99,824	12,043	36	1561	1555	1488	12	-6	3	7,751
48	$99,824 TO < $108,067	11,693	28	1536	1516	1444	6	-6	-3	8,361
65	$108,067 TO < $120,027	12,574	34	1544	1543	1479	18	-1	10	8,317
59	$120,027 TO < $130,961	11,834	36	1556	1550	1476	24	2	1	7,622
37	$130,961 TO < $136,490	12,294	39	1573	1569	1501	5	-9	-7	7,442
26	$136,490 TO < $140,227	12,779	35	1553	1541	1480	9	-12	-6	8,286
60	$140,227 TO < $155,509	11,507	43	1591	1576	1517	25	-6	1	6,548
39	$155,509 TO < $163,412	13,610	45	1604	1588	1524	15	-1	2	7,416
44	$163,412 TO < $176,418	12,416	41	1591	1573	1506	17	-10	-11	7,297
34	$176,418 TO < $190,732	11,581	34	1554	1542	1473	9	-4	4	7,590
53	$190,732 TO < $215,663	11,889	46	1605	1595	1529	11	-9	-14	6,385
46	$215,663 TO < $240,258	13,337	44	1600	1584	1520	33	-6	0	7,447
1	$240,258 TO < $240,954	12,754	21	1477	1480	1420	17	-25	-8	10,042
37	$240,954 TO < $277,696	11,703	38	1564	1566	1492	6	-6	-1	7,310
13	$277,696 TO < $300,182	12,170	27	1533	1497	1437	1	-22	-5	8,933
34	$300,182 TO < $344,184	8,397	51	1625	1606	1555	-2	0	-9	4,143
105	$344,184 AND OVER	11,434	50	1620	1607	1550	5	-3	-7	5,676
6	SPECIAL DISTRICTS	651	70	1682	1691	1618	52	16	-2	196
TOTAL TAX EFFORT (ST AVG=$1.1629)										
226	UNDER 1.0519	36,269	30	1526	1520	1461	10	-12	-1	25,345
245	1.0519 TO UNDER 1.1541	48,089	34	1550	1541	1475	10	-7	1	31,761
252	1.1541 TO UNDER 1.2517	73,446	34	1560	1537	1473	11	-9	-2	48,312
243	1.2517 AND OVER	82,895	41	1580	1569	1505	14	-5	-2	49,069
6	SPECIAL DISTRICTS	651	70	1682	1691	1618	52	16	-2	196
M&O EFF. TAX EFFORT (ST AVG=$1.0063)										
246	UNDER 0.8805	61,798	29	1526	1515	1452	8	-13	-1	43,849
243	0.8805 TO 0.9896	48,694	38	1570	1560	1496	14	-2	2	29,972
243	0.9897 TO 1.1205	78,923	36	1567	1545	1482	12	-9	-2	50,524
234	OVER 1.1205	51,304	41	1581	1572	1507	14	-4	-4	30,142
6	SPECIAL DISTRICTS	651	70	1682	1691	1618	52	16	-2	196
HIGHEST PROPERTY VALUE CATEGORY										
337	RESIDENTIAL	150,490	38	1570	1557	1493	13	-4	0	92,986
274	LAND	9,423	38	1559	1569	1503	14	-6	0	5,812
178	OIL AND GAS	12,277	37	1566	1549	1490	9	-8	1	7,714
177	BUSINESS	68,529	30	1537	1518	1455	9	-15	-4	47,975
6	SPECIAL DISTRICTS	651	70	1682	1691	1618	52	16	-2	196

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

TEXAS EDUCATION AGENCY
TEXAS ASSESSMENT OF ACADEMIC SKILLS
OCTOBER 1991 TAAS PERFORMANCE
NON SPECIAL EDUCATION AND "NO INFO. PROVIDED" STUDENTS
GRADE 9

NOVEMBER 2, 1992

NUMBER OF DISTRICTS	CATEGORIES			NUMBER OF STUDENTS TESTED OCT 1991	PERCENT MET MIN EXP. ALL TSTS TAKEN OCT 1991	-AVERAGE SCALE SCORE- OCTOBER 1991			-AVERAGE SCALE SCORE- GAIN/LOSS OCT 1991 - OCT 1990			NUMBER OF STUDENTS NEEDING ANY REMEDIATION
						WRITING	READING	MATH	WRITING	READING	MATH	
AEI GROUPS: PUPILS¦WEALTH¦% LOW INC												
154	<1K	< AVG.	<40%	5,897	43	1577	1594	1525	8	-2	-1	3,370
176	<1K	< AVG.	>=40	5,332	37	1559	1558	1496	16	-6	3	3,357
90	<1K	> AVG.	<40%	2,572	46	1586	1616	1547	13	6	-2	1,380
89	<1K	> AVG.	>=40	1,993	40	1567	1569	1514	2	-20	-6	1,199
80	1K TO < 3K	< AVG.	<40%	9,768	43	1597	1585	1512	38	4	7	5,586
101	1K TO < 3K	< AVG.	>=40	11,974	31	1543	1524	1464	9	-11	5	8,270
35	1K TO < 3K	> AVG.	<40%	4,056	49	1621	1608	1541	12	3	6	2,075
29	1K TO < 3K	> AVG.	>=40	3,519	35	1561	1543	1478	6	-5	-5	2,289
59	3K TO < 10K	< AVG.	<40%	20,254	41	1588	1576	1504	23	-2	-1	11,870
43	3K TO < 10K	< AVG.	>=40	15,670	29	1531	1506	1448	7	-11	4	11,194
32	3K TO < 10K	> AVG.	<40%	11,301	46	1601	1597	1528	3	-7	-11	6,076
5	3K TO < 10K	> AVG.	>=40	1,657	33	1563	1543	1475	8	-10	-5	1,106
17	>10K	< AVG.	<40%	30,228	44	1588	1584	1523	16	-2	0	16,877
30	>10K	< AVG.	>=40	54,946	25	1515	1494	1430	2	-12	-2	41,222
19	>10K	> AVG.	<40%	30,768	51	1630	1607	1551	17	-3	-5	15,023
7	>10K	> AVG.	>=40	30,786	23	1503	1490	1425	11	-20	-5	23,593
6	SPECIAL DISTRICTS			651	70	1682	1691	1618	52	16	-2	196
SMALL/SPARSE ADJSTMNT (ST AVG=30.0%)												
298	NO SMALL/SPARSE ADJUSTMENT			209,887	35	1558	1542	1479	11	-8	-2	135,939
188	UNDER 22.3%			16,767	39	1575	1568	1501	19	-2	4	10,205
181	22.3% TO UNDER 31.4%			8,025	42	1575	1583	1517	10	-3	1	4,679
171	31.4% TO UNDER 36.8%			3,649	42	1578	1584	1525	24	-6	2	2,125
134	36.8% AND OVER			3,042	43	1574	1592	1529	8	-7	-3	1,735
CEI LEVEL (MEDIAN=1.07)												
150	UNDER 1.05			6,251	41	1578	1585	1514	20	-3	3	3,674
248	1.05 TO UNDER 1.07			15,696	44	1599	1585	1518	23	0	4	8,795
224	1.07 TO UNDER 1.09			19,405	40	1579	1573	1506	11	-5	0	11,622
140	1.09 TO 1.11			28,281	39	1574	1568	1496	19	-1	1	17,328
210	1.11 AND OVER			171,737	34	1552	1535	1474	10	-10	-2	113,264
OPERATING COST/PUPIL (ST AVG=$3,971)												
204	UNDER $3,714			79,150	39	1575	1563	1497	17	-4	1	48,127
206	$3,714 TO $4,075			79,893	36	1559	1544	1482	13	-10	-4	51,337
200	$4,076 TO $4,517			58,695	33	1550	1531	1469	6	-10	-2	39,433
194	$4,518 TO $5,327			18,850	30	1528	1525	1458	-1	-6	-1	13,201
168	OVER $5,327			4,782	46	1597	1593	1536	19	2	4	2,585

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

TEXAS EDUCATION AGENCY
TEXAS ASSESSMENT OF ACADEMIC SKILLS
OCTOBER 1991 TAAS PERFORMANCE
NON SPECIAL EDUCATION AND "NO INFO. PROVIDED" STUDENTS
GRADE 9

NOVEMBER 2, 1992

NUMBER OF DISTRICTS	CATEGORIES	NUMBER OF STUDENTS TESTED OCT 1991	PERCENT MET MIN EXP. ALL TSTS TAKEN OCT 1991	-AVERAGE SCALE SCORE- OCTOBER 1991 WRITING	READING	MATH	-AVERAGE SCALE SCORE- GAIN/LOSS OCT 1991 - OCT 1990 WRITING	READING	MATH	NUMBER OF STUDENTS NEEDING ANY REMEDIATION
ESC REGION										
36	I EDINBURG	19,797	21	1493	1458	1406	1	-11	2	15,709
34	II CORPUS CHRISTI	7,730	34	1567	1544	1474	13	-6	3	5,131
33	III VICTORIA	3,977	37	1575	1553	1491	12	-13	-9	2,495
52	IV HOUSTON	51,890	35	1545	1541	1483	14	-14	-8	33,595
29	V BEAUMONT	6,361	35	1562	1548	1477	25	-12	-6	4,128
54	VI HUNTSVILLE	7,263	38	1568	1562	1494	7	-13	-5	4,491
94	VII KILGORE	10,553	40	1585	1567	1495	21	-1	5	6,368
40	VIII MT PLEASANT	3,579	43	1606	1576	1514	38	-3	10	2,048
38	IX WICHITA FALLS	2,567	47	1602	1594	1538	21	-2	-2	1,372
75	X RICHARDSON	31,665	40	1595	1558	1498	15	-7	0	18,941
70	XI FORT WORTH	20,911	42	1587	1578	1511	8	-2	0	12,155
71	XII WACO	7,440	41	1590	1571	1497	12	-14	-12	4,396
53	XIII AUSTIN	13,627	41	1577	1587	1511	9	3	-1	8,014
43	XIV ABILENE	3,074	44	1599	1597	1525	39	12	6	1,709
40	XV SAN ANGELO	3,401	40	1577	1566	1501	30	4	14	2,030
59	XVI AMARILLO	5,365	42	1576	1577	1512	18	6	0	3,110
60	XVII LUBBOCK	5,386	38	1573	1558	1496	10	-2	6	3,350
31	XVIII MIDLAND	5,422	38	1574	1554	1495	13	-3	7	3,366
12	XIX EL PASO	10,989	27	1516	1511	1447	0	-10	2	8,034
48	XX SAN ANTONIO	20,373	30	1530	1528	1457	4	-10	-1	14,241
TAAS: PCT PASSING ALL TESTS TAKEN										
199	UNDER 37%	76,189	21	1491	1476	1414	0	-18	-2	60,224
195	37% TO UNDER 44%	41,240	32	1548	1531	1464	9	-12	-5	28,102
222	44% TO UNDER 50%	48,274	39	1575	1567	1495	16	-2	1	29,548
188	50% TO UNDER 57%	38,717	46	1605	1591	1531	28	0	2	20,921
168	OVER 57%	36,950	57	1648	1634	1576	14	0	-8	15,888
AVERAGE SAT SCORE										
220	UNDER 810	48,389	23	1508	1486	1423	0	-14	1	37,227
209	810 TO UNDER 860	66,679	29	1529	1518	1452	13	-12	-2	47,078
215	860 TO UNDER 910	63,639	41	1586	1572	1505	17	-8	-3	37,581
227	910 AND OVER	60,357	48	1610	1600	1539	15	1	-3	31,294
101	NO STUDENTS TESTED	2,306	35	1548	1549	1492	4	-16	-6	1,503
AVERAGE ACT SCORE										
257	UNDER 18.25	47,019	23	1510	1481	1422	0	-15	1	36,142
208	18.25 TO UNDER 19.5	44,486	28	1523	1512	1449	16	-14	-2	31,975
212	19.5 TO UNDER 20.5	61,465	37	1569	1555	1488	12	-5	0	38,685
271	20.5 AND OVER	87,837	46	1600	1593	1528	15	-3	-5	47,488
24	NO STUDENTS TESTED	543	28	1497	1512	1460	0	-17	-4	393

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

TEXAS EDUCATION AGENCY
TEXAS ASSESSMENT OF ACADEMIC SKILLS
OCTOBER 1991 TAAS PERFORMANCE
NON SPECIAL EDUCATION AND "NO INFO. PROVIDED" STUDENTS
GRADE 9

NOVEMBER 2, 1992

NUMBER OF DISTRICTS	CATEGORIES	NUMBER OF STUDENTS TESTED OCT 1991	PERCENT MET MIN EXP. ALL TSTS TAKEN OCT 1991	-AVERAGE SCALE SCORE- OCTOBER 1991 WRITING	READING	MATH	-AVERAGE SCALE SCORE- GAIN/LOSS OCT 1991 - OCT 1990 WRITING	READING	MATH	NUMBER OF STUDENTS NEEDING ANY REMEDIATION
DENSITY (ST AVG=12.77 PUPILS/SQ MI)										
482	LESS THAN 5	20,444	39	1566	1568	1505	11	-4	2	12,465
269	5 TO UNDER 20	36,301	36	1565	1547	1483	18	-4	4	23,120
116	20 TO UNDER 100	39,904	36	1564	1551	1483	9	-8	-3	25,398
99	100 AND OVER	144,070	35	1557	1541	1479	12	-9	-3	93,484
6	SPECIAL DISTRICTS	651	70	1682	1691	1618	52	16	-2	196
PUPIL CHG:90/91-91/92 (ST AVG=2.43%)										
282	DECLINING PUPILS	35,368	31	1540	1526	1459	12	-7	4	24,533
327	0% TO UNDER 3%	114,260	32	1545	1529	1467	10	-10	-2	77,285
214	3% TO UNDER 6%	66,241	43	1591	1580	1516	15	-6	-3	37,661
97	6% TO UNDER 10%	22,875	40	1574	1561	1499	9	-6	-3	13,769
52	10% AND OVER	2,626	45	1589	1590	1526	2	-11	-20	1,435
PCT AFRICAN AM PUPILS (ST AVG=14.3%)										
568	UNDER 5%	86,504	34	1550	1538	1475	5	-7	-2	56,918
132	5% TO UNDER 10%	49,906	45	1601	1589	1525	18	-1	0	27,466
130	10% TO UNDER 20%	43,421	39	1572	1562	1496	13	-5	-2	26,643
71	20% TO UNDER 30%	15,623	40	1579	1566	1503	16	-9	-2	9,360
61	30% TO UNDER 50%	41,810	26	1517	1498	1433	13	-20	-3	31,140
10	50% AND OVER	4,106	23	1519	1484	1423	25	-14	1	3,156
PCT HISPANIC PUPILS (ST AVG=34.4%)										
248	UNDER 5%	22,904	43	1597	1585	1515	23	-3	-2	13,044
164	5% TO UNDER 10%	35,419	47	1611	1598	1535	14	-1	-2	18,662
166	10% TO UNDER 20%	41,745	45	1599	1587	1525	21	-3	0	22,760
98	20% TO UNDER 30%	28,967	37	1564	1554	1485	12	-9	-7	18,280
133	30% TO UNDER 50%	60,190	30	1534	1522	1460	9	-14	-2	41,994
163	50% AND OVER	52,145	23	1506	1485	1425	0	-11	2	39,943
PCT MINORITY PUPILS (ST AVG=51.0%)										
76	UNDER 5%	4,543	46	1597	1604	1532	18	1	-9	2,456
117	5% TO UNDER 10%	10,381	47	1600	1608	1534	16	2	0	5,541
185	10% TO UNDER 20%	27,507	49	1619	1606	1541	8	-3	-6	14,005
136	20% TO UNDER 30%	27,618	47	1605	1598	1536	22	-2	-2	14,609
222	30% TO UNDER 50%	51,496	42	1591	1572	1507	20	-4	0	29,945
236	50% AND OVER	119,825	26	1518	1502	1440	6	-13	-1	88,127

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

TEXAS EDUCATION AGENCY
TEXAS ASSESSMENT OF ACADEMIC SKILLS
OCTOBER 1991 TAAS PERFORMANCE
NON SPECIAL EDUCATION AND "NO INFO. PROVIDED" STUDENTS
GRADE 9

NOVEMBER 2, 1992

NUMBER OF DISTRICTS	CATEGORIES	NUMBER OF STUDENTS TESTED OCT 1991	PERCENT MET MIN EXP. ALL TSTS TAKEN OCT 1991	-AVERAGE SCALE SCORE- OCTOBER 1991			-AVERAGE SCALE SCORE- GAIN/LOSS OCT 1991 - OCT 1990			NUMBER OF STUDENTS NEEDING ANY REMEDIATION
				WRITING	READING	MATH	WRITING	READING	MATH	
PERCENT LOW INCOME (ST AVG=41.80%)										
104	UNDER 20%	39,420	53	1630	1621	1560	13	-1	-9	18,472
169	20% TO UNDER 30%	35,983	45	1597	1590	1525	24	-3	0	19,887
217	30% TO UNDER 40%	39,662	40	1578	1567	1500	15	-2	2	23,986
335	40% TO UNDER 60%	81,670	31	1538	1527	1462	13	-11	-1	56,377
113	60% TO UNDER 80%	27,204	22	1514	1480	1417	-2	-21	-6	21,194
34	80% AND OVER	17,431	15	1462	1434	1381	-12	-15	4	14,767
AVG. TEACHER EXPER (ST AVG=11.3 YRS)										
216	UNDER 9.7 YEARS	36,083	34	1549	1532	1473	14	-9	-1	23,874
262	9.7 TO UNDER 11.2 YEARS	64,879	38	1572	1558	1492	9	-5	-3	40,002
240	11.2 TO UNDER 12.4 YEARS	90,390	36	1554	1548	1484	13	-7	0	58,213
254	12.4 YEARS AND OVER	50,018	35	1565	1539	1475	12	-11	-3	32,594
AVG. TEACHER SALARY (ST AVG=$27,556)										
221	UNDER $24,516	8,922	38	1563	1563	1497	23	-5	4	5,552
252	$24,516 TO UNDER $25,617	22,538	39	1573	1563	1495	16	-5	2	13,829
251	$25,617 TO UNDER $26,913	48,206	36	1563	1549	1481	12	-5	-2	30,910
248	$26,913 AND OVER	161,704	35	1557	1543	1481	10	-8	-2	104,392
PCT MINORITY TCHRS (ST AVG=22.6%)										
537	UNDER 5%	62,418	48	1610	1604	1538	13	-2	-5	32,514
179	5% TO UNDER 10%	39,176	44	1597	1579	1518	24	1	4	22,057
128	10% TO UNDER 20%	39,533	38	1570	1557	1493	12	-10	-4	24,497
35	20% TO UNDER 30%	22,820	33	1541	1539	1469	10	-10	-1	15,385
38	30% TO UNDER 50%	33,235	25	1519	1497	1430	7	-14	0	25,005
55	50% AND OVER	44,188	20	1488	1467	1410	3	-15	0	35,225
% TCHRS W ADV DEGREE (ST AVG=30.3%)										
229	UNDER 18.0%	23,435	27	1514	1495	1440	3	-11	2	17,203
250	18.0% TO UNDER 24.9%	52,284	33	1549	1534	1470	10	-9	0	35,075
254	24.9% TO UNDER 32.9%	66,863	39	1572	1563	1499	13	-4	-1	40,618
239	32.9% AND OVER	98,788	37	1569	1554	1489	14	-8	-3	61,787
972	STATE TOTAL	241,370	36	1560	1547	1483	12	-7	-1	154,683

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

Section VII

Grade 7 Results

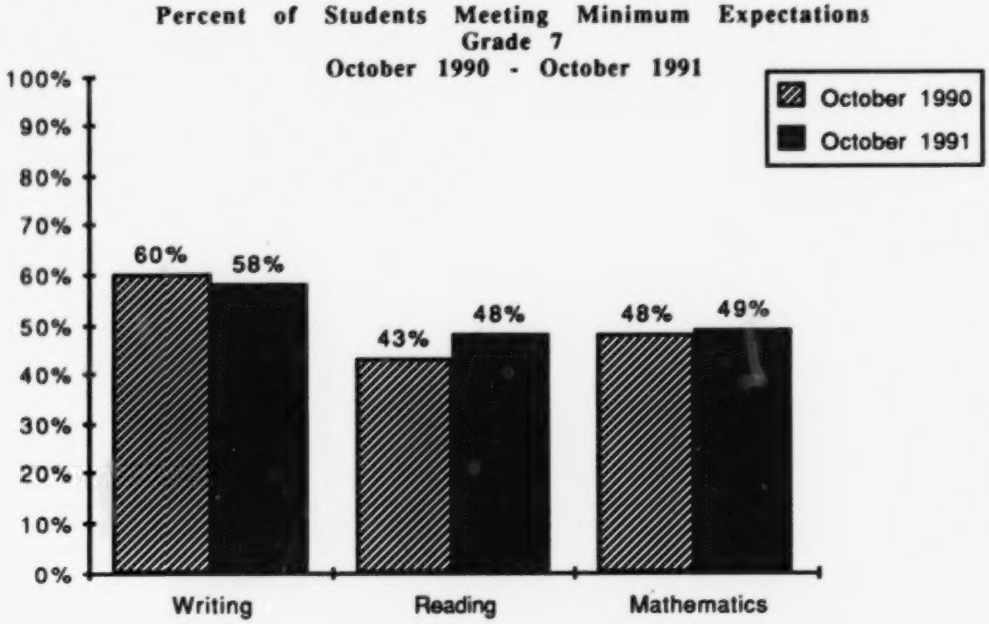
Student performance results from the Grade 7 TAAS administration present summative data based on selected essential elements identified for instruction through Grade 6.

OCTOBER 1991 ADMINISTRATION

Performance results at Grade 7 showed the largest increase overall of any grade level tested in October 1991.

In October 1991, thirty-five percent of the Grade 7 students met minimum expectations on all tests taken, a three percentage point improvement from the October 1990 results when rescored at the 70% standard. Three percent of the students tested at Grade 7 achieved mastery of all objectives in all tests taken, however, less than one percent of students tested achieved Academic Recognition by scoring a 4 on the written composition, mastering all objectives, and answering at least 95% of the items correct in all three subject areas.

The following chart illustrates Grade 7 student performance on the three subject area tests at the 70% standard for the October 1990 and October 1991 administrations.



The table below provides the number of Grade 7 students tested statewide, the percent meeting minimum expectations, the average scale score, and the average scale score gain/loss between October 1990 and October 1991 in each subject area.

Grade 7 Student Performance by Subject Area
October 1991

	Number Tested	% Meeting Minimum Expectations	Average Scale Score	Scale Score Gain (Loss) 1990-1991
Writing	238,280	58%	1557	1
Reading	239,534	48%	1487	31
Mathematics	240,100	49%	1506	3

SUBJECT AREA PERFORMANCE: WRITING

Grade 7 writing performance showed a decline of two percentage points between the October 1990 and October 1991 administrations.

In the October 1990 administration, sixty percent of students tested at Grade 7 would have met minimum expectations at the 70% standard, while fifty-eight percent of the students met the passing standard in October 1991. Results on the written composition portion of the writing assessment were unchanged between October 1990 and 1991. Nineteen percent of the students tested mastered all objectives in writing in both October 1990 and October 1991 administrations.

Writing: Written Composition Performance Assessment

Students at Grade 7 are continuing to experience high levels of success on the TAAS written composition task.

Eighty-six percent of the Grade 7 students developed a successful process writing composition in October 1991. In October 1991 the written composition performance assessment required students at Grade 7 to describe how to do something for a specified audience. An example of a Grade 7 "how to" writing prompt is provided below.

> How do you find and check out a book in your school library? Write a composition for your teacher. In this composition, explain how you find and check out a book in the library. Be sure to explain each step fully so that someone else would know how to do it.

Student performance at Grade 7 reveals that more than forty percent of the students who passed the composition requirement did so by achieving a rating of 3 or 4 on the written essay. The distribution of written composition ratings between the October 1990 and 1991 administrations are shown in the following table.

Percent of Grade 7 Students Achieving Each Written Composition Rating

	1	2	3	4
October 1990	14%	46%	33%	7%
October 1991	14%	45%	33%	8%

An analysis of the compositions at Grade 7 which were unsuccessful shows that sixty-four percent of the essays receiving a rating of 0 did not attempt the writing task. Eighty-eight percent of the compositions that received a rating of 1 "lacked sufficient support and/or elaboration." These students were unable to develop their ideas in a clear and logical manner in order to be considered minimally successful at the writing task.

Writing: Multiple-Choice Assessment

Editing skills constitute the major challenge for writing instruction at Grade 7.

While the success rate on Objective 5 improved five percentage points between October 1990 and October 1991, student performance on Objective 7 which measured spelling, capitalization, and punctuation dropped six percentage points from the performance on the 1990 test. While the composition section of the writing assessment focuses on the development of a first draft, the skills tested on Objectives 5, 6, and 7 are crucial in taking the first draft composition to a polished form through editing.

Mastery of Writing Objectives

Objective	October 1990	October 1991
5. Sentence Construction	66%	71%
6. English Usage	59%	59%
7. Use of Spelling, Capitalization, and Punctuation	40%	34%

SUBJECT AREA PERFORMANCE: READING

Reading scores exhibited the most improvement of all subject areas tested at Grade 7 in October 1991.

In reading, forty-eight percent of the Grade 7 students met minimum expectations for passing in October 1991, a five percentage point improvement from October 1990 performance at the 70% standard. Nine percent of the

Grade 7 students mastered all objectives on all tests taken in October 1991, a figure which remained unchanged from the October 1990 administration.

Students at Grade 7 experienced success in identifying supporting ideas in texts; however, summarization skills showed a marked decline between October 1990 and October 1991.

Performance on Objective 2 which required students to identify supporting ideas in a variety of written contexts improved fifteen percentage points in 1991. A gain of twelve percentage points was realized on Objective 6 which required students to recognize point of view, propaganda, and statement of fact and nonfact in text selections. The lowest performing reading objective at Grade 7 required students to summarize information provided in a variety of written texts (20% mastery).

Mastery of Reading Objectives

Objective	October 1990	October 1991
1. Word Meaning	55%	59%
2. Supporting Ideas	52%	67%
3. Summarization	27%	20%
4. Relationships and Outcomes	43%	39%
5. Inferences and Generalizations	40%	49%
6. Point of View, Propaganda, and Fact and Nonfact	26%	38%

SUBJECT AREA PERFORMANCE: MATHEMATICS

Although improvement was noted in each of the objectives in the Concepts domain in mathematics, students encountered difficulty in the Operations and Problem Solving domains.

In October 1991, forty-nine percent of the seventh graders tested met minimum expectations in mathematics, a one percentage point improvement from October 1990 results scored at the 70% standard. Ten percent of Grade 7 students mastered each of the thirteen mathematics objectives in October 1991.

The Concepts domain displayed the highest percentages of students achieving objective-level mastery of any area of mathematics tested at Grade 7 in October 1991. The mastery rates ranged from sixty-five percent on Objective 5, related to student knowledge of probability and statistics, to eighty-one percent on Objective 3 which assessed student understanding of geometric properties and relationships.

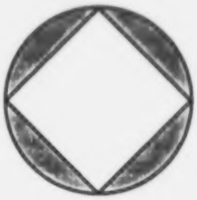
Between October 1990 and October 1991 student performance dropped or remained unchanged on the mathematics objectives in the Operations domain. Grade 7 students had the most difficulty on Objective 9 which required students to use division to solve problems (38% mastery). Students encountered items assessing division skills similar to the sample task provided below. The passing percentages on all four of the Operations objectives were less than sixty percent.

Kay sold $160.20 worth of magazine subscriptions in her neighborhood. She earned a total of $24.03 for her work. If the payment rate was $0.89 per subscription, how many subscriptions did she sell?

- **A** 180
- **B** 160
- **C** 30
- **D*** 27
- **E** Not Here

The lowest performing objective, Objective 11, which required students to develop and use a variety of problem solving strategies, dropped seven percentage points in October 1991 to an overall passing rate of twenty-two percent. Students were presented test items for Objective 11 similar to the following assessment task.

The figure shows a square in the interior of a circle.



Which procedure would you use to find the area of the shaded region?

- **A** Find the circumference of the circle and subtract the perimeter of the square.
- **B*** Find the area of the circle and subtract the area of the square.
- **C** Find the area of the circle and add the area of the square.
- **D** Find the circumference of the circle and subtract the area of the square.
- **E** Find the circumference of the circle and add the perimeter of the square.

Although a need for substantial improvement exists for students in problem solving, a gain of seven percentage points was noted on Objective 12 that assessed the ability of students to analyze problems based on information obtained from graphs and charts or to formulate solution sentences to solve problems (49% mastery).

Mastery of Mathematics Objectives

Objective	October 1990	October 1991
Concepts Domain		
1. Number Concepts	76%	79%
2. Algebraic/Mathematical Relations and Functions	72%	73%
3. Geometric Properties and Relationships	77%	81%
4. Measurement Concepts	70%	72%
5. Probability and Statistics	60%	65%
Operations Domain		
6. Use of Addition to Solve Problems	61%	56%
7. Use of Subtraction to Solve Problems	53%	53%
8. Use of Multiplication to Solve Problems	59%	53%
9. Use of Division to Solve Problems	39%	38%
Problem Solving Domain		
10. Problem Solving using Estimation	59%	61%
11. Problem Solving using Solution Strategies	29%	22%
12. Problem Solving using Mathematical Representation	42%	49%
13. Evaluation of the Reasonableness of a Solution	45%	42%

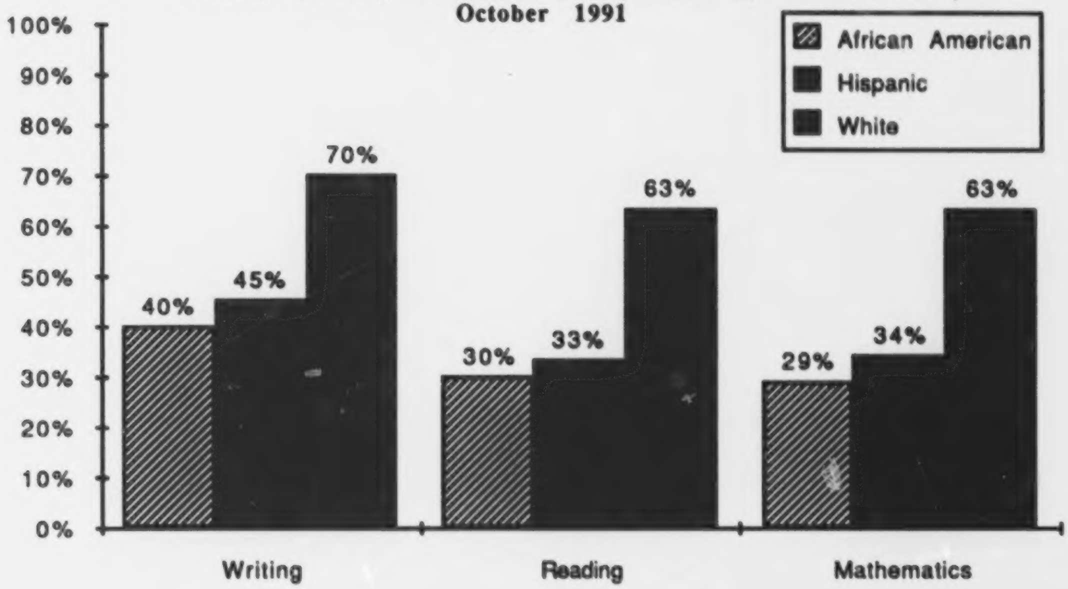
DEMOGRAPHIC PERFORMANCE SUMMARY

Ethnic Groups

African American and Hispanic student performance rates in all subject areas differed by twenty-five percentage points or more from that of white students at Grade 7.

As reflected at other grade levels, performance gaps at Grade 7 among the three major ethnic groups were much smaller on the written composition section of the writing test as compared with differences in performance on the overall writing test. Both African American and Hispanic students achieved an eighty-one percent passing rate on the written composition, ten percentage points below the passing rate of white students. The difference in passing rates between ethnic groups is more pronounced when considering the results of the overall writing test. The disparity in performance between white and African American students was thirty percentage points while there was a twenty-five percentage point performance gap between white and Hispanic students.

Texas Assessment of Academic Skills
Percent Meeting Minimum Expectations by Ethnic Group
October 1991



Substantial gains of twenty-nine to thirty-four scale score points were attained by each of the three major ethnic groups in the area of reading. Little change was noted in the average scale score results in writing and mathematics between 1990 and 1991.

Grade 7 Performance Results by Ethnic Group
October 1991

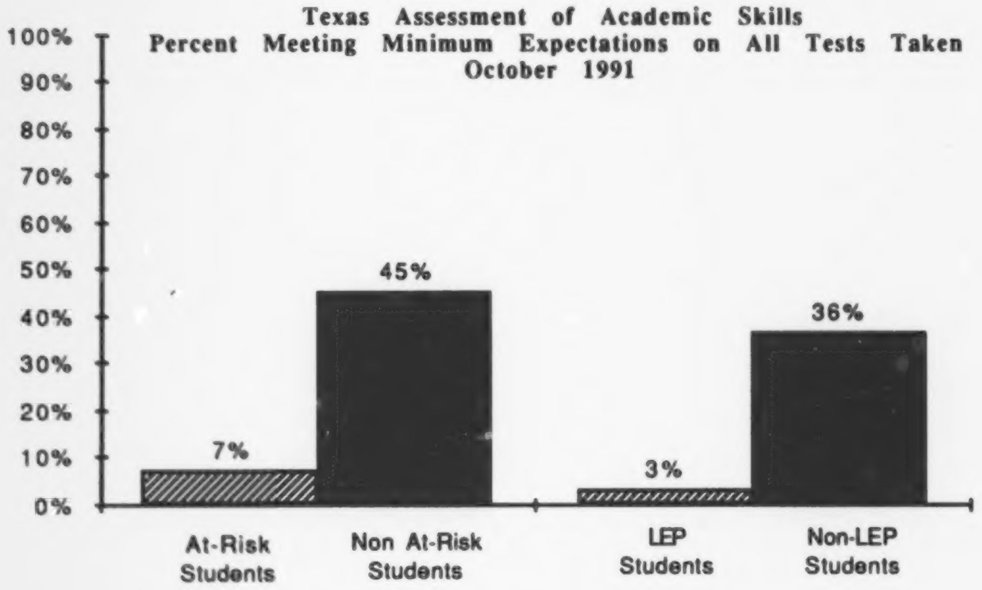
Ethnicity	Number Tested	% Meeting Minimum Expectations	Average Scale Score	Scale Score Gain (Loss) 1990-1991
African American				
Writing	33,915	40%	1481	(4)
Reading	34,099	30%	1410	29
Mathematics	34,115	29%	1415	7
Hispanic				
Writing	76,117	45%	1496	(9)
Reading	76,572	33%	1416	34
Mathematics	76,967	34%	1438	5
White				
Writing	121,281	70%	1614	8
Reading	121,857	63%	1552	33
Mathematics	121,964	63%	1571	3

Economic Groups

Substantial differences in performance between free lunch or Chapter 1 program participants and nonparticipants illustrate the lack of equity among student populations.

Of the 62,774 students identified as at-risk of dropping out of school, seven percent met minimum expectations on all tests taken, compared with a forty-five percent passing rate for students not identified as at-risk. At-risk students had the most difficulty in the reading and mathematics subject areas scoring forty-two percentage points lower than students not identified as at-risk in both reading and mathematics.

At Grade 7 three percent of students identified as limited English proficient (LEP) met minimum expectations on all tests taken compared to the passing rate of thirty-six percent for non-LEP students, as shown in following chart. Eight percent of the students identified as LEP met minimum expectations in reading, scoring forty-three percentage points below non-LEP students. Fifteen percent of the LEP students passed the writing test and thirteen percent passed mathematics, scoring thirty-eight percentage points or more below the passing rates for non-LEP students.


Texas Assessment of Academic Skills
Percent Meeting Minimum Expectations on All Tests Taken
October 1991

The following tables display assessment results aggregated by participation in a free or reduced price meal program (economically disadvantaged) and/or the Chapter 1 Regular program.

Economically Disadvantaged	Number Tested	% Meeting Minimum Expectations	Average Scale Score	Scale Score Gain (Loss) 1990-1991
Participants				
Writing	86,110	41%	1482	(6)
Reading	86,673	30%	1406	36
Mathematics	87,099	32%	1427	7
Nonparticipants				
Writing	148,507	67%	1602	10
Reading	149,143	59%	1536	35
Mathematics	149,269	59%	1554	8
Chapter 1 Regular Program				
Participants				
Writing	19,857	26%	1425	(14)
Reading	19,961	14%	1336	34
Mathematics	20,026	16%	1364	6
Nonparticipants				
Writing	215,184	61%	1570	3
Reading	216,297	52%	1502	33
Mathematics	216,783	52%	1521	6

REMEDIATION

More than a quarter of students tested at Grade 7 in October 1991 require remediation on all three TAAS tests.

Section 21.557 of the Texas Education Code requires districts to provide remedial instruction for students failing any section of the TAAS test. Sixty-five percent of the students required remediation in one or more subject areas tested. As shown in the table below, a rather high percentage of students (29%) failed all three tests in October 1991.

Grade 7 Students Requiring Remediation

	October 1990		October 1991	
Failed One Test Only	41,830	18%	42,648	17%
Failed Two Tests Only	50,720	22%	47,077	19%
Failed All Three Tests	66,361	28%	70,291	29%
Total	158,911	68%	160,016	65%

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT

GRADE: **07**

ALL STUDENTS

REPORT DATE: **DECEMBER 1991**

DATE OF TESTING: **OCTOBER 1991**

STATEWIDE

TEST PERFORMANCE

	NUMBER	PERCENT
WRITING		
WRITTEN COMMUNICATION		
1-4. WRITTEN COMPOSITION - PROCESS WRITING ("HOW-TO")	97575	41

RATING:	0	1	2	3	4
NUMBER:	808	32326	107571	79267	18308
PERCENT:	0	14	45	33	8

	NUMBER	PERCENT
5. SENTENCE CONSTRUCTION	168820	71
6. ENGLISH USAGE	140588	59
7. USE OF SPELLING, CAPITALIZATION, AND PUNCTUATION	80927	34

NUMBER TESTED IN WRITING: 238280
AVERAGE SCALE SCORE: 1557

	NUMBER	PERCENT
TOTAL WRITING: MET MINIMUM EXPECTATIONS	137049	58
MASTERED ALL OBJECTIVES	44105	19

	NUMBER	PERCENT
READING		
READING COMPREHENSION		
1. WORD MEANING	140527	59
2. SUPPORTING IDEAS	159715	67
3. SUMMARIZATION	48066	20
4. RELATIONSHIPS AND OUTCOMES	93320	39
5. INFERENCES AND GENERALIZATIONS	117410	49
6. POINT OF VIEW, PROPAGANDA, AND FACT AND NONFACT	90442	38

NUMBER TESTED IN READING: 239534
AVERAGE SCALE SCORE: 1487

	NUMBER	PERCENT
TOTAL READING: MET MINIMUM EXPECTATIONS	115792	48
MASTERED ALL OBJECTIVES	21544	9

	NUMBER	PERCENT
MATHEMATICS		
CONCEPTS		
1. NUMBER CONCEPTS	188634	79
2. ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	176112	73
3. GEOMETRIC PROPERTIES AND RELATIONSHIPS	193468	81
4. MEASUREMENT CONCEPTS	173383	72
5. PROBABILITY AND STATISTICS	155049	65
OPERATIONS		
6. USE OF ADDITION TO SOLVE PROBLEMS	135028	56
7. USE OF SUBTRACTION TO SOLVE PROBLEMS	126820	53
8. USE OF MULTIPLICATION TO SOLVE PROBLEMS	128108	53
9. USE OF DIVISION TO SOLVE PROBLEMS	91903	38
PROBLEM SOLVING		
10. PROBLEM SOLVING USING ESTIMATION	146671	61
11. PROBLEM SOLVING USING SOLUTION STRATEGIES	53204	22
12. PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	116991	49
13. EVALUATION OF THE REASONABLENESS OF A SOLUTION	101789	42

NUMBER TESTED IN MATHEMATICS: 240100
AVERAGE SCALE SCORE: 1506

	NUMBER	PERCENT
TOTAL MATHEMATICS: MET MINIMUM EXPECTATIONS	117398	49
MASTERED ALL OBJECTIVES	22916	10

GROUP CHARACTERISTICS

	NUMBER	PERCENT
Total Answer Documents Submitted	265334	100
Students Absent From All Tests	2220	1
Students Exempt From All Tests: ARD	13921	5
Students Exempt From All Tests: LEP	4090	2
Other Students Not Tested	441	0
Number Of Students Tested	244662	92

GROUP PERFORMANCE

- = no data reported for fewer than five students
* = status as of March 15, 1991

	NUMBER TESTED	ALL TESTS TAKEN % MEETING MINIMUM EXPECTATIONS	% MASTERING ALL OBJECTIVES
All Students	244662	35	3
Male	123346	31	2
Female	120920	38	3
Native American	556	30	3
Asian	4752	59	8
African American	34891	17	1
Hispanic	78625	20	1
White	124001	48	4
*Economically Disadvantaged: Yes	89194	18	1
No	151604	45	4
*Chapter 1 Regular Program: Yes	20492	5	0
No	220749	38	3
*Migrant Status: Former	2689	13	0
Current	2448	11	0
Nonmigrant	230343	35	3
*Chapter 1 Migrant: Remedial Writing	645	6	0
Remedial Reading	1880	7	0
Remedial Mathematics	1104	8	0
Eligible Nonparticipants	2438	16	1
*Limited English Proficient: Yes	12124	5	0
No	228095	36	3
*Bilingual/ESL Program: Bilingual	2296	2	0
ESL	7795	3	0
Neither	231467	36	3
*Special Education: Learning Disability	10714	5	0
Emotionally Disturbed	1363	9	1
Speech Handicapped	2783	14	1
Visually Handicapped	106	24	1
Other Handicap Condition	940	11	1
Not In Special Education	226500	37	3
*Gifted-Talented Program: Yes	22657	80	17
No	218167	29	2
*At-Risk: Yes	62774	7	0
No	177416	45	4
*Continuous Enrollment: One Year	27171	31	2
Two Years	18260	35	3
Three Years	15765	36	3
Four Years	15561	38	3
Five Years	16857	35	3
More Than Five Years	122799	36	3
Nonstandard Administration In Mathematics	791	5	0

FIGURE 16

BEST COPY AVAILABLE

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT

GRADE: **07**

SPECIAL EDUCATION STUDENTS

REPORT DATE: **DECEMBER 1991**

DATE OF TESTING: **OCTOBER 1991**

STATEWIDE

TEST PERFORMANCE

WRITING
WRITTEN COMMUNICATION

	% MASTERING NUMBER	PERCENT
1-4 WRITTEN COMPOSITION - PROCESS WRITING ("HOW-TO")	1995	16

RATING:	0	1	2	3	4
NUMBER:	141	4401	5703	1809	186
PERCENT:	1	36	47	15	2

	NUMBER	PERCENT
5 SENTENCE CONSTRUCTION	4503	37
6 ENGLISH USAGE	3699	30
7. USE OF SPELLING, CAPITALIZATION, AND PUNCTUATION	1147	9

NUMBER TESTED IN WRITING: 12240
AVERAGE SCALE SCORE: 1389

		NUMBER	PERCENT
TOTAL WRITING:	MET MINIMUM EXPECTATIONS	2570	21
	MASTERED ALL OBJECTIVES	352	3

READING
READING COMPREHENSION

	NUMBER	PERCENT
1 WORD MEANING	3732	30
2 SUPPORTING IDEAS	5619	45
3 SUMMARIZATION	1035	8
4 RELATIONSHIPS AND OUTCOMES	2144	17
5 INFERENCES AND GENERALIZATIONS	2468	20
6. POINT OF VIEW, PROPAGANDA, AND FACT AND NONFACT	2068	16

NUMBER TESTED IN READING: 12625
AVERAGE SCALE SCORE: 1333

		NUMBER	PERCENT
TOTAL READING:	MET MINIMUM EXPECTATIONS	2318	18
	MASTERED ALL OBJECTIVES	260	2

MATHEMATICS

	NUMBER	PERCENT
CONCEPTS		
1 NUMBER CONCEPTS	7285	55
2 ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	6183	47
3 GEOMETRIC PROPERTIES AND RELATIONSHIPS	7429	56
4 MEASUREMENT CONCEPTS	6400	48
5 PROBABILITY AND STATISTICS	4787	36
OPERATIONS		
6 USE OF ADDITION TO SOLVE PROBLEMS	3273	25
7. USE OF SUBTRACTION TO SOLVE PROBLEMS	2921	22
8. USE OF MULTIPLICATION TO SOLVE PROBLEMS	2858	22
9. USE OF DIVISION TO SOLVE PROBLEMS	1755	13
PROBLEM SOLVING		
10. PROBLEM SOLVING USING ESTIMATION	4255	32
11. PROBLEM SOLVING USING SOLUTION STRATEGIES	900	7
12. PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	2631	20
13. EVALUATION OF THE REASONABLENESS OF A SOLUTION	2442	19

NUMBER TESTED IN MATHEMATICS: 13197
AVERAGE SCALE SCORE: 1335

		NUMBER	PERCENT
TOTAL MATHEMATICS:	MET MINIMUM EXPECTATIONS	2064	16
	MASTERED ALL OBJECTIVES	208	2

GROUP CHARACTERISTICS

	NUMBER	PERCENT
Total Answer Documents Submitted	27354	100
Students Absent From All Tests	245	1
Students Exempt From All Tests: ARD	12654	46
Students Exempt From All Tests: LEP	76	0
Other Students Not Tested	197	1
Number Of Students Tested	14182	52

GROUP PERFORMANCE

- = no data reported for fewer than five students
* = status as of March 15, 1991

		NUMBER TESTED	ALL TESTS TAKEN % MEETING MINIMUM EXPECTATIONS	% MASTERING ALL OBJECTIVES
All Students		14182	8	0
Male		9797	8	0
Female		4378	7	0
Native American		25	8	4
Asian		113	27	4
African American		2066	3	0
Hispanic		4471	4	0
White		7478	11	1
*Economically Disadvantaged:	Yes	6064	3	0
	No	8066	11	1
*Chapter 1 Regular Program:	Yes	1452	2	0
	No	12686	8	0
*Migrant Status:	Former	147	3	0
	Current	116	1	0
	Nonmigrant	13474	8	0
*Chapter 1 Migrant:	Remedial Writing	40	0	0
	Remedial Reading	107	1	0
	Remedial Mathematics	52	0	0
	Eligible Nonparticipants	116	3	0
*Limited English Proficient:	Yes	861	1	0
	No	13163	8	0
*Bilingual/ESL Program:	Bilingual	200	1	0
	ESL	475	1	0
	Neither	13452	8	0
*Special Education:	Learning Disability	10714	5	0
	Emotionally Disturbed	1363	9	1
	Speech Handicapped	2783	14	1
	Visually Handicapped	106	24	1
	Other Handicap Condition	940	11	1
	Not In Special Education	0	-	-
*Gifted-Talented Program:	Yes	185	71	12
	No	13917	7	0
*At-Risk:	Yes	6509	3	0
	No	7596	12	1
*Continuous Enrollment:	One Year	1475	8	0
	Two Years	1097	7	0
	Three Years	1066	7	0
	Four Years	1026	10	0
	Five Years	989	9	0
	More Than Five Years	6997	8	0

FIGURE 17

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

SUMMARY REPORT

GRADE: **07**

#NON SPECIAL EDUCATION STUDENTS

REPORT DATE: **DECEMBER 1991**

DATE OF TESTING: **OCTOBER 1991**

STATEWIDE

TEST PERFORMANCE

	MASTERING NUMBER	MASTERING PERCENT
WRITING		
WRITTEN COMMUNICATION		
1-4 WRITTEN COMPOSITION - PROCESS WRITING ("HOW-TO")	95370	42

RATING:	0	1	2	3	4
NUMBER:	664	27783	101492	77271	18099
PERCENT:	0	12	45	34	8

	MASTERING NUMBER	MASTERING PERCENT
5 SENTENCE CONSTRUCTION	163925	73
6 ENGLISH USAGE	136563	61
7 USE OF SPELLING, CAPITALIZATION, AND PUNCTUATION	79650	35

NUMBER TESTED IN WRITING: 225309
AVERAGE SCALE SCORE: 1567

TOTAL WRITING: MET MINIMUM EXPECTATIONS	134201	60
MASTERED ALL OBJECTIVES	43694	19

	MASTERING NUMBER	MASTERING PERCENT
READING		
READING COMPREHENSION		
1. WORD MEANING	136538	60
2 SUPPORTING IDEAS	153762	68
3 SUMMARIZATION	46972	21
4. RELATIONSHIPS AND OUTCOMES	91042	40
5 INFERENCES AND GENERALIZATIONS	114777	51
6. POINT OF VIEW, PROPAGANDA, AND FACT AND NONFACT	88226	39

NUMBER TESTED IN READING: 226167
AVERAGE SCALE SCORE: 1497

TOTAL READING: MET MINIMUM EXPECTATIONS	113325	50
MASTERED ALL OBJECTIVES	21273	9

	MASTERING NUMBER	MASTERING PERCENT
MATHEMATICS		
CONCEPTS		
1. NUMBER CONCEPTS	180874	80
2. ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	169514	75
3 GEOMETRIC PROPERTIES AND RELATIONSHIPS	185569	82
4. MEASUREMENT CONCEPTS	166530	74
5. PROBABILITY AND STATISTICS	149921	66
OPERATIONS		
6. USE OF ADDITION TO SOLVE PROBLEMS	131473	58
7. USE OF SUBTRACTION TO SOLVE PROBLEMS	123662	55
8. USE OF MULTIPLICATION TO SOLVE PROBLEMS	124998	55
9. USE OF DIVISION TO SOLVE PROBLEMS	90013	40
PROBLEM SOLVING		
10. PROBLEM SOLVING USING ESTIMATION	142084	63
11. PROBLEM SOLVING USING SOLUTION STRATEGIES	52248	23
12. PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	114149	50
13. EVALUATION OF THE REASONABLENESS OF A SOLUTION	99178	44

NUMBER TESTED IN MATHEMATICS: 226157
AVERAGE SCALE SCORE: 1517

TOTAL MATHEMATICS: MET MINIMUM EXPECTATIONS	115170	51
MASTERED ALL OBJECTIVES	22698	10

GROUP CHARACTERISTICS

	NUMBER	PERCENT
Total Answer Documents Submitted	237180	100
Students Absent From All Tests	1963	1
Students Exempt From All Tests: ARD	1263	1
Students Exempt From All Tests: LEP	3994	2
Other Students Not Tested	241	0
Number Of Students Tested	229719	97

GROUP PERFORMANCE

- = no data reported for fewer than five students
* = status as of March 15, 1991

		ALL TESTS TAKEN	
	NUMBER TESTED	% MEETING MINIMUM EXPECTATIONS	% MASTERING ALL OBJECTIVES
All Students	229719	36	3
Male	113188	33	3
Female	116142	39	3
Native American	531	31	2
Asian	4639	60	8
African American	32808	18	1
Hispanic	73419	21	1
White	116514	50	5
*Economically Disadvantaged: Yes	82430	19	1
No	143477	47	4
*Chapter 1 Regular Program: Yes	18634	6	0
No	207710	39	3
*Migrant Status: Former	2533	13	0
Current	2324	12	0
Nonmigrant	216125	37	3
*Chapter 1 Migrant: Remedial Writing	600	7	0
Remedial Reading	1768	7	0
Remedial Mathematics	1047	9	0
Eligible Nonparticipants	2311	17	1
*Limited English Proficient: Yes	11122	3	0
No	214312	38	3
*Bilingual/ESL Program: Bilingual	2096	2	0
ESL	7182	3	0
Neither	217392	38	3
*Special Education: Learning Disability	0	-	-
Emotionally Disturbed	0	-	-
Speech Handicapped	0	-	-
Visually Handicapped	0	-	-
Other Handicap Condition	0	-	-
Not In Special Education	226500	37	3
*Gifted-Talented Program: Yes	22448	88	17
No	203513	31	1
*At-Risk: Yes	55807	8	0
No	169517	46	4
*Continuous Enrollment: One Year	25644	34	3
Two Years	17125	37	3
Three Years	14664	38	3
Four Years	14509	40	3
Five Years	15837	37	3
More Than Five Years	116372	38	3
#Students With No Information Provided As To Special Education Status	3219	22	1

FIGURE 18

TAAS TEXAS ASSESSMENT OF ACADEMIC SKILLS

WRITTEN COMPOSITION ANALYTIC INFORMATION SUMMARY REPORT

GRADE: 07

DISTRICT: STATEWIDE

CAMPUS:

REPORT DATE: DECEMBER 1991

DATE OF TESTING: OCTOBER 1991

PAPERS RECEIVING WRITTEN COMPOSITION RATINGS OF 0 OR 1 WERE SCORED ANALYTICALLY. FOR EACH CATEGORY THE NUMBER OF PAPERS HAVING THAT DEFICIENCY IS INDICATED. A STUDENT'S PAPER MAY BE LISTED IN MORE THAN ONE CATEGORY. PAPERS RECEIVING WRITTEN COMPOSITION RATINGS OF 2, 3 OR 4 WERE NOT SCORED ANALYTICALLY.

ANALYTIC CATEGORY	NUMBERS OF PAPERS	
	RATING OF 0	RATING OF 1
Used wrong purpose/mode	93	8026
Lacked organization/structure	29	8775
Lacked support/elaboration.	63	28437
Lacked language control	17	836
Wrote off topic	190	
No writing attempted	518	
Wrote in a foreign language	25	
Paper was illegible/incoherent	14	
Did not write enough to score	16	
Copied the prompt	19	
Explicitly refused to write	26	

WRITTEN COMPOSITION RATING SUMMARY

RATING:	0	1	2	3	4	TOTAL
NUMBER:	808	32326	107571	79267	18308	238280
PERCENT:	0	14	45	33	8	

FIGURE 19

TAAS

02/23/92

TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS

REPORT DATE DECEMBER 1991

DATE OF TESTING OCTOBER 1991

GRADE 07

STATEWIDE

* = STATUS AS OF MARCH 15, 1991

WRITING: WRITTEN COMMUNICATION. READING: READING COMPREHENSION.

PERCENT OF STUDENTS DEMONSTRATING OBJECTIVE MASTERY

- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

	PERCENT MEETING MINIMUM EXPECTATIONS ON ALL TESTS TAKEN	WRITING: NUMBER OF STUDENTS TESTED	1-4 WRITTEN COMPOSITION (3 OR 4 REQUIRED)	5 SENTENCE CONSTRUCTION	6 ENGLISH USAGE	7 USE OF SPELLING, CAPITALIZATION AND PUNCTUATION	AVERAGE SCALE SCORE	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES (3 OR 4 ON COMPOSITION REQUIRED)	READING: NUMBER OF STUDENTS TESTED	1 WORD MEANING	2 SUPPORTING IDEAS	3 SUMMARIZATION	4 RELATIONSHIPS AND OUTCOMES	5 INFERENCES AND GENERALIZATIONS	6 POINT OF VIEW PROPAGANDA AND FACT AND NONFACT	AVERAGE SCALE SCORE	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES
ALL STUDENTS TESTED	35	238280	41	71	59	34	1557	58	19	239534	59	67	20	39	49	38	1487	48	9
MALE	31	[illegible]	36	65	55	[illegible]	1523	50	[illegible]	120231	56	65	20	39	47	34	1476	47	[illegible]
FEMALE	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFORMATION PROVIDED	21	373	32	59	48	18	1467	44	9	378	46	60	12	25	38	28	1415	34	4
NATIVE AMERICAN	30	542	37	70	52	30	1536	53	14	[illegible]	57	67	17	38	45	36	1480	46	[illegible]
ASIAN	[illegible]	4701	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
AFRICAN AMERICAN	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
HISPANIC	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
WHITE	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFORMATION PROVIDED	22	1724	33	59	47	22	1494	45	11	1753	48	58	14	29	38	30	1428	35	5
*ECONOMICALLY DISADVANTAGED: YES	18	86110	28	[illegible]	[illegible]	22	[illegible]	[illegible]	8	[illegible]	[illegible]	56	11	25	33	26	1406	30	3
NO	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFO. PROV.	23	3663	31	61	49	23	1500	45	11	3718	49	60	15	30	39	29	1433	36	6
*CHAPTER 1 REGULAR PROGRAM: YES	5	[illegible]	[illegible]	47	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	13	17	[illegible]	1336	[illegible]	[illegible]
NO	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFO. PROV.	22	3239	30	60	47	23	1494	44	10	3276	48	59	14	30	38	29	1427	35	6
*MIGRANT STATUS: FORMER	13	2596	22	52	[illegible]	[illegible]	[illegible]	35	7	[illegible]	35	[illegible]	[illegible]	[illegible]	[illegible]	21	1363	22	[illegible]
CURRENT	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NONMIGRANT	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFORMATION PROVIDED	28	8825	35	65	53	30	1526	50	15	[illegible]	[illegible]	[illegible]	18	34	43	33	1456	41	6
*CHAPTER 1 MIGRANT: REMEDIAL WRITING	6	620	12	[illegible]	30	10	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1300	[illegible]	[illegible]
REMEDIAL READING	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
REMEDIAL MATHEMATICS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
ELIGIBLE NONPARTICIPANTS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFORMATION PROVIDED	23	5286	33	62	46	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	29	38	30	1429	36	6
*LIMITED ENGLISH PROFICIENT: YES	3	11633	12	33	22	7	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	33	[illegible]	[illegible]	10	[illegible]	[illegible]	[illegible]	0
NO	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFO. PROV.	25	4230	34	63	51	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	51	[illegible]	[illegible]	31	41	32	1442	[illegible]	6
*BILINGUAL/ESL PROGRAM: BILINGUAL	2	2127	10	31	20	4	[illegible]	11	1	[illegible]	[illegible]	[illegible]	3	6	[illegible]	11	[illegible]	[illegible]	0
ESL	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NEITHER	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFORMATION PROV.	22	2946	30	59	46	[illegible]	1490	43	10	[illegible]	[illegible]	[illegible]	14	29	38	28	1424	34	[illegible]

FIGURE 20

TAAS

02/25/92

TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS

REPORT DATE DECEMBER 1991

DATE OF TESTING OCTOBER 1991

GRADE 07

STATEWIDE

* = STATUS AS OF MARCH 15, 1991

PERCENT OF STUDENTS DEMONSTRATING OBJECTIVE MASTERY

- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		WRITING								READING									
			WRITTEN COMMUNICATION								READING COMPREHENSION								
			1-4	5	6	7					1	2	3	4	5	6			
	PERCENT MEETING MINIMUM EXPECTATIONS ON ALL TESTS TAKEN	NUMBER OF STUDENTS TESTED	WRITTEN COMPOSITION (3 OR 4 REQUIRED)	SENTENCE CONSTRUCTION	ENGLISH USAGE	USE OF SPELLING, CAPITALIZATION AND PUNCTUATION	AVERAGE SCALE SCORE	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES (3 OR 4 ON COMPOSITION REQUIRED)	NUMBER OF STUDENTS TESTED	WORD MEANING	SUPPORTING IDEAS	SUMMARIZATION	RELATIONSHIPS AND OUTCOMES	INFERENCES AND GENERALIZATIONS	POINT OF VIEW, PROPAGANDA, AND FACT AND NONFACT	AVERAGE SCALE SCORE	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES
*SPECIAL EDUCATION: LEARNING DISABILITY	6	8993	13	31	26	5	1367	16	1	9311	25	41	7	14	15	13	1310	14	1
EMOTIONALLY DISTURBED	5	1237	17	35	41	13	1392	23	5	1277	34	51	9	20	25	16	1356	24	2
SPEECH HANDICAPPED	14	2551	21	47	48	18	1426	31	7	2562	36	58	11	23	27	21	1366	25	4
VISUALLY HANDICAPPED	32	99	30	61	68	22	1485	44	11	100	47	72	17	30	51	38	1420	39	7
OTHER HANDICAP CONDITION	11	850	20	43	37	12	1414	28	5	870	36	56	10	21	26	23	1361	23	4
NOT IN SPECIAL EDUCATION	37	222267	41	73	61	36	1568	60	20	223095	61	78	21	40	51	39	1526	60	9
NO INFORMATION PROVIDED	22	3062	31	59	47	23	1493	44	11	3072	48	59	14	30	38	29	1427	35	6
*GIFTED-TALENTED PROGRAM: YES	88	22471	76	97	93	79	1708	95	60	22514	92	91	51	80	70	76	1719	93	36
NO	29	211166	38	68	56	29	1534	54	14	213323	55	74	17	35	45	34	1482	46	6
NO INFO. PROV.	21	3654	30	60	46	22	1493	43	10	3687	47	58	13	29	37	29	1425	35	5
*AT-RISK: YES	7	60125	20	46	31	12	1427	27	3	60608	32	47	7	15	20	18	1347	17	1
NO	45	173898	48	80	74	42	1603	66	24	174613	68	74	25	47	59	45	1537	62	12
NO INFORMATION PROVIDED	24	4267	33	63	50	24	1507	47	12	4313	51	61	15	32	40	31	1440	38	6
*CONTINUOUS ENROLLMENT: ONE YEAR	33	26322	37	67	58	31	1545	56	16	26466	58	67	19	38	47	36	1481	47	9
TWO YEARS	35	17723	40	70	60	34	1555	58	18	17846	59	67	21	40	50	38	1490	49	10
THREE YEARS	36	16336	42	71	60	35	1560	59	17	16435	60	67	21	41	50	38	1492	50	9
FOUR YEARS	38	15212	44	73	62	38	1573	61	20	15253	62	69	21	41	51	40	1503	52	10
FIVE YEARS	35	16503	41	71	58	35	1555	57	18	16560	59	66	20	39	49	38	1486	48	9
MORE THAN FIVE YEARS	36	120087	43	72	60	35	1567	59	20	120622	59	67	21	40	50	39	1494	47	9
NO INFO. PROV.	27	27097	34	65	55	27	1516	49	14	27353	53	62	17	33	43	33	1456	41	7

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TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS

PAGE 1 OF 2

REPORT DATE DECEMBER 1991

DATE OF TESTING OCTOBER 1991

GRADE 07

STATEWIDE

* = STATUS AS OF MARCH 15, 1991

MATHEMATICS

PERCENT OF STUDENTS DEMONSTRATING MASTERY
- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

	NUMBER OF STUDENTS TESTED	CONCEPTS 1 NUMBER CONCEPTS	CONCEPTS 2 ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	CONCEPTS 3 GEOMETRIC PROPERTIES AND RELATIONSHIPS	CONCEPTS 4 MEASUREMENT CONCEPTS	CONCEPTS 5 PROBABILITY AND STATISTICS	OPERATIONS 6 USE OF ADDITION TO SOLVE PROBLEMS	OPERATIONS 7 USE OF SUBTRACTION TO SOLVE PROBLEMS	OPERATIONS 8 USE OF MULTIPLICATION TO SOLVE PROBLEMS	OPERATIONS 9 USE OF DIVISION TO SOLVE PROBLEMS	PROBLEM SOLVING 10 PROBLEM SOLVING USING ESTIMATION	PROBLEM SOLVING 11 PROBLEM SOLVING USING SOLUTION STRATEGIES	PROBLEM SOLVING 12 PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	PROBLEM SOLVING 13 EVALUATION OF THE REASONABLENESS OF A SOLUTION	AVERAGE SCALE SCORE	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES
ALL STUDENTS TESTED	240100	79	73	81	72	65	56	53	53	38	61	22	49	42	1506	49	10
MALE	120820	80	76	80	73	63	50	49	50	36	58	22	46	41	1495	46	9
FEMALE	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	10
NO INFORMATION PROVIDED	387	69	63	69	63	55	45	42	43	26	46	12	37	29	1433	34	4
NATIVE AMERICAN	543	77	73	81	69	66	55	48	50	36	61	22	44	38	1496	43	9
ASIAN	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
AFRICAN AMERICAN	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
HISPANIC	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
WHITE	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFORMATION PROVIDED	1787	71	65	70	64	55	45	42	43	27	50	15	38	32	1439	38	5
*ECONOMICALLY DISADVANTAGED: YES	87099	67	63	71	63	52	45	40	41	26	50	11	35	28	1427	32	3
NO	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFO. PROV.	3732	73	67	72	66	55	47	43	43	29	53	16	39	33	1450	37	6
*CHAPTER 1 REGULAR PROGRAM: YES	20026	61	52	65	56	41	33	27	28	15	38	4	22	17	1364	16	1
NO	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFO. PROV.	3291	73	67	72	65	54	46	43	43	29	51	16	38	33	1445	36	6
*MIGRANT STATUS: FORMER	[illegible]	65	58	67	60	45	42	36	38	[illegible]	[illegible]	8	29	28	1401	26	2
CURRENT	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NONMIGRANT	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFORMATION PROVIDED	8926	74	69	73	67	[illegible]	49	46	46	33	54	19	42	36	1467	41	7
*CHAPTER 1 MIGRANT: REMEDIAL WRITING	633	[illegible]	47	55	53	36	30	27	30	16	33	4	21	16	1367	15	1
REMEDIAL READING	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
REMEDIAL MATHEMATICS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
ELIGIBLE NONPARTICIPANTS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFORMATION PROVIDED	6349	71	65	71	65	55	47	43	43	29	50	15	38	33	1445	36	6
*LIMITED ENGLISH PROFICIENT: YES	[illegible]	[illegible]	46	61	50	33	31	[illegible]	26	16	33	3	10	13	1335	13	1
NO	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFO. PROV.	4312	74	69	75	67	[illegible]	48	45	46	32	54	16	41	35	1460	39	6
*BILINGUAL/ESL PROGRAM: BILINGUAL	[illegible]	50	47	[illegible]	[illegible]	[illegible]	27	[illegible]	[illegible]	15	31	3	16	13	1323	10	0
ESL	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NEITHER	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFORMATION PROV.	2994	72	66	71	65	54	46	43	42	29	51	15	38	33	1444	36	6

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TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS

02/23/92

REPORT DATE DECEMBER 1991

DATE OF TESTING OCTOBER 1991

GRADE 07

STATEWIDE

* = STATUS AS OF MARCH 15, 1991

MATHEMATICS

PERCENT OF STUDENTS DEMONSTRATING MASTERY
- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

	NUMBER OF STUDENTS TESTED	CONCEPTS 1 NUMBER CONCEPTS	CONCEPTS 2 ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	CONCEPTS 3 GEOMETRIC PROPERTIES AND RELATIONSHIPS	CONCEPTS 4 MEASUREMENT CONCEPTS	CONCEPTS 5 PROBABILITY AND STATISTICS	OPERATIONS 6 USE OF ADDITION TO SOLVE PROBLEMS	OPERATIONS 7 USE OF SUBTRACTION TO SOLVE PROBLEMS	OPERATIONS 8 USE OF MULTIPLICATION TO SOLVE PROBLEMS	OPERATIONS 9 USE OF DIVISION TO SOLVE PROBLEMS	PROBLEM SOLVING 10 PROBLEM SOLVING USING ESTIMATION	PROBLEM SOLVING 11 PROBLEM SOLVING USING SOLUTION STRATEGIES	PROBLEM SOLVING 12 PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	PROBLEM SOLVING 13 EVALUATION OF THE REASONABLENESS OF A SOLUTION	AVERAGE SCALE SCORE	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES
*SPECIAL EDUCATION: LEARNING DISABILITY	9878	52	43	53	31	31	21	10	18	10	28	5	16	16	1313	11	1
EMOTIONALLY DISTURBED	[illegible]	57	[illegible]	57	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	15	[illegible]	10	[illegible]	[illegible]	[illegible]	18	[illegible]
SPEECH HANDICAPPED	2687	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
VISUALLY HANDICAPPED	101	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	10	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
OTHER HANDICAP CONDITION	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NOT IN SPECIAL EDUCATION	223055	80	75	[illegible]	73	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	63	[illegible]	51	[illegible]	1518	61	10
NO INFORMATION PROVIDED	3102	72	67	71	65	[illegible]	46	43	43	29	52	15	38	33	1446	36	6
*GIFTED-TALENTED PROGRAM: YES	22619	97	97	97	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1760	[illegible]	42
NO	[illegible]	[illegible]	[illegible]	[illegible]	70	[illegible]	[illegible]	[illegible]	60	[illegible]	[illegible]	[illegible]	55	[illegible]	1481	[illegible]	[illegible]
NO INFO. PROV.	3712	71	66	70	68	64	46	42	42	28	52	15	38	32	1441	35	5
*AT-RISK: YES	60936	62	53	65	56	[illegible]	33	28	28	16	37	6	23	20	1370	18	1
NO	[illegible]	[illegible]	81	[illegible]	79	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	50	1555	60	[illegible]
NO INFORMATION PROVIDED	4341	74	68	73	67	64	48	48	45	30	53	17	41	35	1458	38	6
*CONTINUOUS ENROLLMENT: ONE YEAR	26521	78	73	80	71	62	64	61	51	36	60	22	47	42	1498	47	9
TWO YEARS	17905	79	74	80	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	61	[illegible]	50	[illegible]	1509	50	10
THREE YEARS	[illegible]	80	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	50	[illegible]	1513	[illegible]	10
FOUR YEARS	15282	80	76	83	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	40	[illegible]	[illegible]	51	[illegible]	1522	[illegible]	10
FIVE YEARS	[illegible]	80	75	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	50	[illegible]	1513	[illegible]	10
MORE THAN FIVE YEARS	[illegible]	79	75	82	73	[illegible]	[illegible]	[illegible]	[illegible]	40	[illegible]	[illegible]	50	[illegible]	1513	50	10
NO INFO. PROV.	27459	75	69	76	67	[illegible]	50	47	47	32	56	17	43	36	1468	41	6

District Analysis Report

Texas Assessment of Academic Skills
Grade 7
October 1991

TEXAS EDUCATION AGENCY
TEXAS ASSESSMENT OF ACADEMIC SKILLS
OCTOBER 1991 TAAS PERFORMANCE
NON SPECIAL EDUCATION AND "NO INFO. PROVIDED" STUDENTS
GRADE 7

NOVEMBER 2, 1992

NUMBER OF DISTRICTS	CATEGORIES	NUMBER OF STUDENTS TESTED OCT 1991	PERCENT MET MIN EXP. ALL TSTS TAKEN OCT 1991	-AVERAGE SCALE SCORE- OCTOBER 1991 WRITING	READING	MATH	-AVERAGE SCALE SCORE- GAIN/LOSS OCT 1991 - OCT 1990 WRITING	READING	MATH	NUMBER OF STUDENTS NEEDING ANY REMEDIATION
ENROLLMENT GROUPINGS										
8	OVER 50,000	43,057	26	1522	1448	1469	-9	28	1	31,703
18	25,000 TO 49,999	43,310	42	1595	1524	1545	7	33	1	24,912
47	10,000 TO 24,999	50,650	37	1574	1495	1518	4	31	2	31,998
59	5,000 TO 9,999	25,684	39	1573	1507	1525	4	36	9	15,784
80	3,000 TO 4,999	21,698	38	1568	1504	1523	6	32	5	13,524
130	1,600 TO 2,999	19,163	36	1561	1495	1515	2	35	12	12,295
117	1,000 TO 1,599	10,354	38	1564	1504	1522	2	33	7	6,606
207	500 TO 999	10,186	39	1575	1521	1540	0	36	6	8,214
359	UNDER 500	6,377	39	1577	1521	1541	-6	37	6	3,892
DISTRICT TYPE										
8	MAJOR URBAN	42,395	26	1519	1444	1466	-12	27	-1	31,519
63	MAJOR SUBURBAN	68,066	44	1601	1530	1553	8	34	7	38,227
24	OTHER CENTRAL CITY	29,413	36	1571	1489	1508	4	32	0	18,969
76	OTHER CC SUBURBAN	20,431	34	1552	1484	1507	1	30	4	13,411
71	INDEPENDENT TOWN	24,276	36	1560	1496	1509	1	31	1	15,611
46	NON-METRO FAST GROWING	3,693	36	1557	1493	1513	-11	36	6	2,357
260	NON-METRO STABLE	30,470	35	1562	1497	1516	8	36	10	19,699
477	RURAL	11,735	39	1575	1522	1542	-4	37	8	7,135
WEALTH (MEDIAN=$140,578)										
104	UNDER $76,272	25,548	23	1503	1428	1451	-11	37	7	19,701
104	$76,272 TO $90,118	12,326	32	1544	1484	1493	-2	30	-2	8,423
105	$90,119 TO $106,053	17,080	31	1552	1479	1495	-8	27	-2	11,734
104	$106,054 TO $124,839	14,543	34	1554	1488	1508	1	38	13	9,543
104	$124,840 TO $140,577	34,749	38	1571	1502	1517	5	31	0	22,131
103	$140,578 TO $165,104	29,138	44	1594	1532	1552	7	37	9	16,383
104	$165,105 TO $202,678	27,584	41	1594	1520	1540	11	31	4	16,146
102	$202,679 TO $259,734	34,803	34	1555	1485	1505	-2	25	-2	22,967
101	$259,735 TO $438,516	29,587	42	1593	1515	1548	6	35	9	17,064
89	OVER $438,516	4,835	44	1605	1534	1558	3	34	8	2,686
5	SPECIAL DISTRICTS	286	48	1611	1563	1587	10	27	8	150
WEALTH (ST AVG=$181,540)										
677	UNDER $181,540	146,093	34	1558	1489	1508	1	34	4	96,041
343	OVER $181,540	84,100	40	1581	1508	1534	4	30	4	50,737
5	SPECIAL DISTRICTS	286	48	1611	1563	1587	10	27	8	150

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

NOVEMBER 2, 1992

TEXAS EDUCATION AGENCY
TEXAS ASSESSMENT OF ACADEMIC SKILLS
OCTOBER 1991 TAAS PERFORMANCE
NON SPECIAL EDUCATION AND "NO INFO. PROVIDED" STUDENTS
GRADE 7

NUMBER OF DISTRICTS	CATEGORIES	NUMBER OF STUDENTS TESTED OCT 1991	PERCENT MET MIN EXP. ALL TSTS TAKEN OCT 1991	-AVERAGE SCALE SCORE- OCTOBER 1991			-AVERAGE SCALE SCORE- GAIN/LOSS OCT 1991 - OCT 1990			NUMBER OF STUDENTS NEEDING ANY REMEDIATION
				WRITING	READING	MATH	WRITING	READING	MATH	
WEALTH BY EQUAL PUPILS PER GROUP										
24	UNDER $44,827	10,331	19	1487	1403	1431	-15	36	7	8,350
36	$44,827 TO < $63,744	11,214	21	1494	1423	1444	-10	37	7	8,808
80	$63,744 TO < $81,747	11,368	32	1547	1487	1494	-1	33	-1	7,711
132	$81,747 TO < $99,824	11,972	35	1559	1498	1515	1	34	6	7,792
50	$99,824 TO < $108,067	11,212	29	1544	1466	1481	-17	22	-6	7,973
67	$108,067 TO < $120,027	11,412	34	1554	1485	1506	1	38	12	7,546
64	$120,027 TO < $130,961	11,985	35	1557	1497	1508	7	34	4	7,798
40	$130,961 TO < $136,490	12,091	40	1588	1518	1537	4	34	1	7,311
26	$136,490 TO < $140,227	12,578	35	1566	1493	1508	2	26	-3	8,186
60	$140,227 TO < $155,509	11,242	42	1585	1526	1540	2	30	0	6,509
39	$155,509 TO < $163,412	13,000	46	1603	1541	1562	15	47	19	7,029
45	$163,412 TO < $176,418	12,261	41	1593	1516	1539	7	30	5	7,276
38	$176,418 TO < $190,732	11,072	37	1576	1499	1516	10	31	3	7,012
56	$190,732 TO < $215,663	11,581	47	1609	1542	1565	15	32	4	6,173
49	$215,663 TO < $240,258	13,125	40	1583	1514	1537	2	23	-4	7,836
1	$240,258 TO < $240,954	11,839	23	1506	1434	1453	-21	23	-6	9,164
40	$240,954 TO < $277,696	11,088	41	1590	1516	1535	16	33	10	6,550
14	$277,696 TO < $300,182	11,148	29	1522	1448	1489	-10	31	11	7,904
37	$300,182 TO < $344,184	8,123	51	1643	1557	1591	23	41	11	3,946
122	$344,184 AND OVER	11,553	49	1621	1553	1575	3	35	5	5,904
5	SPECIAL DISTRICTS	286	48	1611	1563	1587	10	27	8	150
TOTAL TAX EFFORT (ST AVG=$1.1629)										
256	UNDER 1.0519	35,548	30	1536	1471	1490	-7	33	4	24,861
255	1.0519 TO UNDER 1.1541	45,031	35	1560	1494	1509	3	39	7	29,167
259	1.1541 TO UNDER 1.2517	69,831	35	1560	1488	1511	-1	30	3	45,557
250	1.2517 AND OVER	79,783	41	1589	1516	1538	7	31	5	47,193
5	SPECIAL DISTRICTS	286	48	1611	1563	1587	10	27	8	150
M&O EFF. TAX EFFORT (ST AVG=$1.0063)										
258	UNDER 0.8805	57,209	30	1537	1470	1489	-3	36	7	39,806
259	0.8805 TO 0.9896	46,548	38	1571	1507	1522	2	34	4	28,975
257	0.9897 TO 1.1205	76,921	37	1571	1496	1519	1	32	4	48,698
246	OVER 1.1205	49,515	41	1588	1516	1539	7	29	3	29,299
5	SPECIAL DISTRICTS	286	48	1611	1563	1587	10	27	8	150
HIGHEST PROPERTY VALUE CATEGORY										
348	RESIDENTIAL	142,847	39	1577	1508	1527	6	34	5	87,449
297	LAND	9,876	35	1557	1506	1519	-5	37	2	6,407
194	OIL AND GAS	12,262	35	1566	1492	1515	2	34	5	7,919
181	BUSINESS	65,208	31	1545	1470	1492	-5	29	2	45,003
5	SPECIAL DISTRICTS	286	48	1611	1563	1587	10	27	8	150

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

TEXAS EDUCATION AGENCY
TEXAS ASSESSMENT OF ACADEMIC SKILLS
OCTOBER 1991 TAAS PERFORMANCE
NON SPECIAL EDUCATION AND "NO INFO. PROVIDED" STUDENTS
GRADE 7

NOVEMBER 2, 1992

NUMBER OF DISTRICTS	CATEGORIES			NUMBER OF STUDENTS TESTED OCT 1991	PERCENT MET MIN EXP. ALL TSTS TAKEN OCT 1991	-AVERAGE SCALE SCORE- OCTOBER 1991 WRITING	READING	MATH	-AVERAGE SCALE SCORE- GAIN/LOSS OCT 1991 - OCT 1990 WRITING	READING	MATH	NUMBER OF STUDENTS NEEDING ANY REMEDIATION
AEI GROUPS: PUPILS¦WEALTH¦% LOW INC												
163	<1K	< AVG.	<40%	6,077	41	1589	1533	1553	1	34	5	3,566
186	<1K	< AVG.	>=40	5,484	33	1546	1498	1511	-6	40	5	3,670
111	<1K	> AVG.	<40%	2,796	46	1605	1548	1571	4	35	9	1,502
103	<1K	> AVG.	>=40	2,089	38	1574	1514	1540	-11	38	7	1,295
80	1K TO < 3K	< AVG.	<40%	9,972	40	1582	1524	1537	6	34	6	5,951
101	1K TO < 3K	< AVG.	>=40	11,922	30	1530	1466	1486	-6	35	15	8,394
35	1K TO < 3K	> AVG.	<40%	4,075	46	1606	1541	1564	9	34	5	2,187
29	1K TO < 3K	> AVG.	>=40	3,379	32	1558	1481	1509	6	31	7	2,292
59	3K TO < 10K	< AVG.	<40%	18,471	42	1588	1526	1544	12	39	14	11,311
43	3K TO < 10K	< AVG.	>=40	15,128	28	1521	1455	1472	-8	30	0	10,944
32	3K TO < 10K	> AVG.	<40%	11,282	46	1610	1540	1563	8	32	6	6,060
5	3K TO < 10K	> AVG.	>=40	1,501	34	1558	1486	1504	24	31	-2	993
17	>10K	< AVG.	<40%	29,102	45	1605	1536	1555	11	35	4	16,077
30	>10K	< AVG.	>=40	49,567	26	1528	1449	1466	-8	29	-2	36,509
19	>10K	> AVG.	<40%	30,061	51	1632	1557	1584	15	32	5	14,836
7	>10K	> AVG.	>=40	28,287	25	1514	1439	1464	-9	28	2	21,191
5	SPECIAL DISTRICTS			286	48	1611	1563	1587	10	27	8	150
SMALL/SPARSE ADJUSTMNT (ST AVG=30.0%)												
298	NO SMALL/SPARSE ADJUSTMENT			198,171	36	1566	1494	1514	2	32	4	126,740
188	UNDER 22.3%			17,197	36	1565	1505	1521	3	36	8	10,931
186	22.3% TO UNDER 31.4%			8,050	38	1571	1516	1534	-2	36	4	5,010
185	31.4% TO UNDER 36.8%			3,903	37	1570	1516	1534	-9	34	2	2,448
168	36.8% AND OVER			3,158	43	1583	1534	1557	-5	39	9	1,799
CEI LEVEL (MEDIAN=1.07)												
160	UNDER 1.05			6,468	40	1580	1528	1540	2	40	4	3,899
260	1.05 TO UNDER 1.07			16,013	40	1575	1522	1537	3	32	4	9,669
239	1.07 TO UNDER 1.09			19,631	39	1579	1515	1530	0	40	10	11,890
149	1.09 TO 1.11			27,757	38	1578	1509	1525	4	32	3	17,229
217	1.11 AND OVER			160,610	35	1562	1488	1510	2	32	4	104,241
OPERATING COST/PUPIL (ST AVG=$3,971)												
210	UNDER $3,714			76,682	39	1579	1512	1528	8	36	6	46,769
210	$3,714 TO $4,075			75,938	36	1566	1495	1517	-2	29	3	48,315
207	$4,076 TO $4,517			55,046	34	1557	1482	1507	1	32	4	36,288
207	$4,518 TO $5,327			18,248	30	1541	1469	1486	-5	31	3	12,841
191	OVER $5,327			4,565	41	1579	1521	1550	0	38	14	2,715

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

TEXAS EDUCATION AGENCY NOVEMBER 2, 1992
TEXAS ASSESSMENT OF ACADEMIC SKILLS
OCTOBER 1991 TAAS PERFORMANCE
NON SPECIAL EDUCATION AND "NO INFO. PROVIDED" STUDENTS
GRADE 7

NUMBER OF DISTRICTS	CATEGORIES	NUMBER OF STUDENTS TESTED OCT 1991	PERCENT MET MIN EXP. ALL TSTS TAKEN OCT 1991	-AVERAGE SCALE SCORE- OCTOBER 1991 WRITING	READING	MATH	-AVERAGE SCALE SCORE- GAIN/LOSS OCT 1991 - OCT 1990 WRITING	READING	MATH	NUMBER OF STUDENTS NEEDING ANY REMEDIATION
ESC REGION										
37	I EDINBURG	16,187	23	1504	1422	1451	-9	37	8	12,423
39	II CORPUS CHRISTI	7,522	32	1558	1480	1503	-7	28	2	5,085
39	III VICTORIA	3,794	37	1570	1500	1524	-1	38	12	2,388
54	IV HOUSTON	48,781	36	1566	1498	1519	-7	24	-4	31,015
29	V BEAUMONT	6,074	33	1557	1488	1505	3	23	-4	4,055
56	VI HUNTSVILLE	7,464	37	1566	1507	1524	4	33	2	4,681
98	VII KILGORE	10,700	38	1571	1512	1521	3	34	2	6,630
47	VIII MT PLEASANT	3,634	40	1582	1526	1540	8	43	10	2,191
40	IX WICHITA FALLS	2,668	45	1591	1536	1563	14	32	4	1,464
78	X RICHARDSON	30,637	42	1591	1514	1543	17	42	15	17,829
75	XI FORT WORTH	21,188	42	1595	1522	1541	9	35	8	12,317
76	XII WACO	7,597	37	1571	1508	1518	-7	29	1	4,811
55	XIII AUSTIN	12,987	44	1596	1530	1549	9	36	11	7,332
43	XIV ABILENE	3,159	42	1608	1528	1544	-1	31	1	1,836
43	XV SAN ANGELO	3,231	38	1581	1509	1526	23	52	16	2,002
63	XVI AMARILLO	5,450	39	1561	1516	1536	-2	26	-3	3,319
60	XVII LUBBOCK	5,777	32	1563	1486	1496	3	28	-3	3,922
33	XVIII MIDLAND	5,720	33	1559	1480	1498	2	27	0	3,833
12	XIX EL PASO	8,977	26	1521	1450	1464	-7	30	-4	6,618
48	XX SAN ANTONIO	18,932	30	1541	1468	1488	0	32	6	13,177
TAAS: PCT PASSING ALL TESTS TAKEN										
215	UNDER 37%	69,287	22	1502	1427	1449	-13	28	1	53,826
201	37% TO UNDER 44%	39,453	32	1551	1484	1499	2	34	4	26,677
228	44% TO UNDER 50%	47,701	37	1571	1505	1520	4	32	3	30,117
201	50% TO UNDER 57%	37,744	45	1608	1538	1561	14	35	7	20,624
180	OVER 57%	36,294	57	1653	1584	1612	10	34	8	15,684
AVERAGE SAT SCORE										
220	UNDER 810	44,631	24	1511	1436	1458	-8	31	4	33,857
209	810 TO UNDER 860	61,883	30	1539	1471	1488	-5	31	1	43,210
214	860 TO UNDER 910	61,529	40	1584	1514	1534	6	33	5	37,011
227	910 AND OVER	59,330	48	1617	1548	1571	10	34	6	30,850
155	NO STUDENTS TESTED	3,106	36	1557	1499	1520	-14	34	8	2,000
AVERAGE ACT SCORE										
257	UNDER 18.25	43,292	24	1509	1433	1459	-11	33	6	32,828
208	18.25 TO UNDER 19.5	41,812	29	1537	1466	1487	-7	30	2	29,480
211	19.5 TO UNDER 20.5	58,175	36	1568	1503	1517	5	34	3	36,982
271	20.5 AND OVER	85,853	46	1608	1538	1559	10	33	4	46,787
78	NO STUDENTS TESTED	1,347	37	1563	1506	1529	8	45	20	851

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

TEXAS EDUCATION AGENCY
TEXAS ASSESSMENT OF ACADEMIC SKILLS
OCTOBER 1991 TAAS PERFORMANCE
NON SPECIAL EDUCATION AND "NO INFO. PROVIDED" STUDENTS
GRADE 7

NOVEMBER 2, 1992

NUMBER OF DISTRICTS	CATEGORIES	NUMBER OF STUDENTS TESTED OCT 1991	PERCENT MET MIN EXP. ALL TSTS TAKEN OCT 1991	-AVERAGE SCALE SCORE- OCTOBER 1991 WRITING	READING	MATH	-AVERAGE SCALE SCORE- GAIN/LOSS OCT 1991 - OCT 1990 WRITING	READING	MATH	NUMBER OF STUDENTS NEEDING ANY REMEDIATION
DENSITY (ST AVG=12.77 PUPILS/SQ MI)										
523	LESS THAN 5	20,863	36	1564	1506	1526	-2	35	6	13,261
280	5 TO UNDER 20	35,631	36	1557	1494	1511	3	34	6	22,979
118	20 TO UNDER 100	39,230	36	1565	1496	1516	3	33	6	25,046
99	100 AND OVER	134,469	36	1569	1495	1516	1	31	3	85,492
5	SPECIAL DISTRICTS	286	48	1611	1563	1587	10	27	8	150
PUPIL CHG:90/91-91/92 (ST AVG=2.43%)										
307	DECLINING PUPILS	34,443	30	1543	1470	1490	-5	32	2	24,051
335	0% TO UNDER 3%	108,751	33	1552	1481	1501	0	32	3	72,778
219	3% TO UNDER 6%	63,372	44	1601	1530	1551	9	34	6	35,605
103	6% TO UNDER 10%	21,537	40	1573	1514	1534	0	30	-1	13,001
61	10% AND OVER	2,376	37	1558	1497	1524	-13	34	11	1,493
PCT AFRICAN AM PUPILS (ST AVG=14.3%)										
608	UNDER 5%	80,972	35	1559	1490	1511	0	36	6	52,539
136	5% TO UNDER 10%	48,731	44	1602	1534	1555	6	34	4	27,110
136	10% TO UNDER 20%	42,182	39	1582	1509	1528	13	36	6	25,776
74	20% TO UNDER 30%	15,122	39	1580	1513	1528	-2	24	-6	9,219
61	30% TO UNDER 50%	39,337	26	1520	1450	1470	-13	27	-1	29,000
10	50% AND OVER	4,135	21	1506	1423	1435	-3	14	-7	3,284
PCT HISPANIC PUPILS (ST AVG=34.4%)										
267	UNDER 5%	23,012	41	1583	1527	1543	9	37	10	13,526
172	5% TO UNDER 10%	35,474	47	1615	1544	1566	9	31	5	18,793
177	10% TO UNDER 20%	41,495	44	1595	1532	1551	7	32	4	23,401
102	20% TO UNDER 30%	27,828	38	1580	1505	1523	4	27	-1	17,319
135	30% TO UNDER 50%	56,657	31	1545	1471	1493	-1	32	4	39,054
172	50% AND OVER	46,013	24	1513	1436	1458	-11	33	3	34,835
PCT MINORITY PUPILS (ST AVG=51.0%)										
89	UNDER 5%	4,524	45	1602	1543	1568	6	29	7	2,482
126	5% TO UNDER 10%	10,492	47	1606	1552	1568	9	41	14	5,553
193	10% TO UNDER 20%	27,859	49	1619	1552	1578	11	34	9	14,321
144	20% TO UNDER 30%	27,564	46	1604	1541	1561	8	33	5	15,022
228	30% TO UNDER 50%	50,680	40	1589	1517	1536	12	34	7	30,203
245	50% AND OVER	109,360	27	1527	1453	1474	-8	30	1	79,347

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

TEXAS EDUCATION AGENCY
TEXAS ASSESSMENT OF ACADEMIC SKILLS
OCTOBER 1991 TAAS PERFORMANCE
NON SPECIAL EDUCATION AND "NO INFO. PROVIDED" STUDENTS
GRADE 7

NOVEMBER 2, 1992

NUMBER OF DISTRICTS	CATEGORIES	NUMBER OF STUDENTS TESTED OCT 1991	PERCENT MET MIN EXP. ALL TSTS TAKEN OCT 1991	-AVERAGE SCALE SCORE- OCTOBER 1991			-AVERAGE SCALE SCORE- GAIN/LOSS OCT 1991 - OCT 1990			NUMBER OF STUDENTS NEEDING ANY REMEDIATION
				WRITING	READING	MATH	WRITING	READING	MATH	
PERCENT LOW INCOME (ST AVG=41.80%)										
113	UNDER 20%	38,960	53	1638	1569	1594	7	29	4	18,359
178	20% TO UNDER 30%	35,553	45	1600	1537	1559	15	38	10	19,553
231	30% TO UNDER 40%	38,564	39	1582	1512	1528	10	35	5	23,692
348	40% TO UNDER 60%	77,249	30	1543	1473	1488	-4	28	-1	53,813
118	60% TO UNDER 80%	24,664	24	1507	1432	1461	-9	35	8	18,788
39	80% AND OVER	15,489	18	1480	1394	1422	-18	34	6	12,723
AVG. TEACHER EXPER (ST AVG=11.3 YRS)										
244	UNDER 9.7 YEARS	34,192	34	1550	1484	1505	-1	32	4	22,680
273	9.7 TO UNDER 11.2 YEARS	61,478	40	1583	1514	1533	6	36	7	37,066
245	11.2 TO UNDER 12.4 YEARS	86,498	36	1566	1494	1513	3	32	3	55,628
263	12.4 YEARS AND OVER	48,311	35	1557	1486	1510	-5	30	4	31,554
AVG. TEACHER SALARY (ST AVG=$27,556)										
251	UNDER $24,516	9,509	35	1558	1503	1518	3	43	17	6,165
261	$24,516 TO UNDER $25,617	22,792	36	1558	1500	1517	0	32	3	14,624
260	$25,617 TO UNDER $26,913	47,530	35	1564	1495	1510	3	32	4	30,673
253	$26,913 AND OVER	150,648	37	1569	1495	1518	2	32	3	95,466
PCT MINORITY TCHRS (ST AVG=22.6%)										
581	UNDER 5%	62,885	47	1611	1548	1570	7	34	7	33,250
180	5% TO UNDER 10%	38,313	43	1601	1528	1550	16	38	12	21,851
130	10% TO UNDER 20%	39,652	36	1567	1497	1514	7	30	1	25,496
36	20% TO UNDER 30%	20,686	34	1553	1489	1501	-5	29	0	13,657
41	30% TO UNDER 50%	29,931	26	1521	1444	1470	-7	31	2	22,106
57	50% AND OVER	39,012	22	1501	1422	1444	-16	28	0	30,568
% TCHRS W ADV DEGREE (ST AVG=30.3%)										
249	UNDER 18.0%	21,621	28	1524	1454	1477	-5	37	8	15,584
261	18.0% TO UNDER 24.9%	48,909	33	1551	1483	1501	-1	34	6	32,756
260	24.9% TO UNDER 32.9%	65,183	39	1581	1511	1529	7	30	1	39,767
255	32.9% AND OVER	94,766	38	1574	1502	1525	1	32	6	58,821
1,025	STATE TOTAL	230,479	36	1566	1498	1516	1	32	4	146,928

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

Section VIII

Grade 5 Results

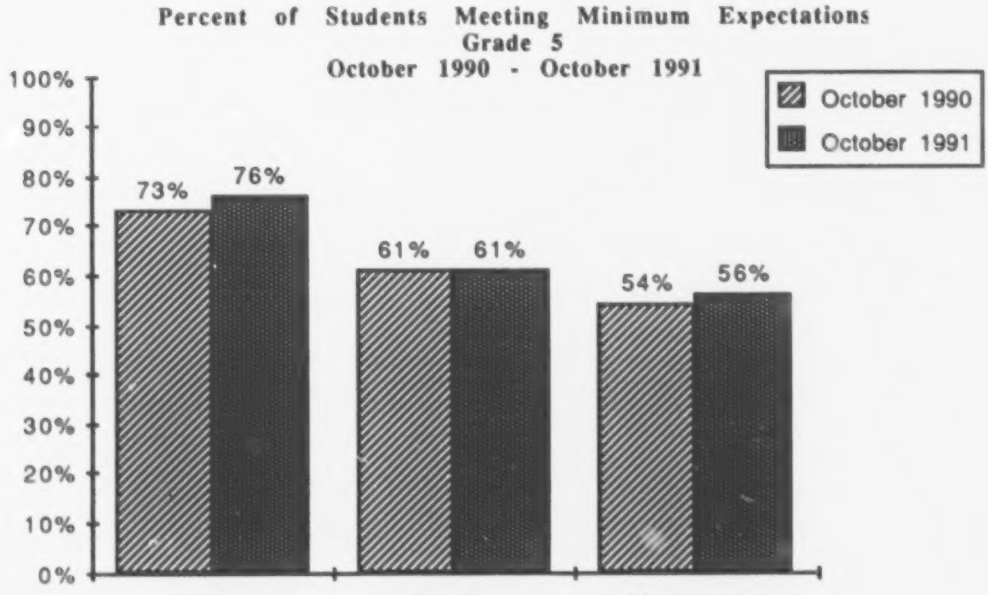
The TAAS assessment at Grade 5 provides remediation information to districts to assist them in preparing students for the educational requirements of the middle school program.

OCTOBER 1991 ADMINISTRATION

Almost half of the Grade 5 students who were tested in October 1991 were successful in meeting minimum expectations on all tests taken.

Of the 251,641 Grade 5 students tested in October 1991, forty-six percent of the students met minimum expectations on all tests taken, a one percentage point gain from the October 1990 results scored at the 70% standard. Five percent of the Grade 5 students mastered all objectives on all tests taken in October 1991 with less than one percent of the students achieving the highest level of performance, Academic Recognition.

The following chart illustrates the differences in performance between the October 1990 and October 1991 administrations on the three subject area tests scored at the 70% standard.



Grade 5 student performance achieved scale score gains in all three subject areas between October 1990 and October 1991.

The table below displays the number of Grade 5 students tested statewide, the percent meeting minimum expectations, the average scale score, and the average scale score gain in each subject area between October 1990 and October 1991.

Grade 5 Student Performance by Subject Area
October 1991

	Number Tested	% Meeting Minimum Expectations	Average Scale Score	Scale Score Gain (Loss) 1990-1991
Writing	245,771	76%	1619	22
Reading	246,876	61%	1565	12
Mathematics	248,419	56%	1542	13

SUBJECT AREA PERFORMANCE: WRITING

The area of writing showed the most improvement of any subject area tested at Grade 5 in October 1991.

Seventy-six percent of the Grade 5 students tested met the minimum expectations in writing in October 1991, a three percentage point gain compared with October 1990 results scored at the 70% standard. Mastery of all objectives was successfully attained by twenty-one percent of Grade 5 students by scoring a 3 or 4 on the written composition and mastering each of the multiple-choice objectives.

Writing: Written Composition Performance Assessment

Intensive writing instruction must occur at Grade 5 to address the decline in the student performance at the higher levels of written expression.

Students at Grade 5 in October 1991 were required to write a narrative composition on a specified topic. Narrative prompts may contain a written prompt only or may also include a pictorial stimulus to provide the student with further information. The following sample is representative of the type of narrative prompt a student might encounter on the Grade 5 TAAS assessment.

> Pretend you are walking outside, and you see a sparkling pink stone. As you reach to touch it, the stone changes color. Write a story about what happens next.

A comparison of written composition ratings between the October 1990 and October 1991 administrations is shown in the table below and reveals an eleven percentage point drop in the percentage of students receiving ratings of 3 or 4 on the written essay.

Percent of Grade 5 Students Achieving Each Written Composition Rating

	1	2	3	4
October 1990	9%	41%	41%	8%
October 1991	10%	52%	35%	3%

The use of elaboration is a key skill lacking in most unsuccessful Grade 5 compositions.

Sixty-five percent of the student compositions receiving a rating of 0 did not attempt a response to the narrative prompt. Forty-three percent of the Grade 5 compositions receiving a rating of 1 were annotated for wrong mode. Students who addressed the wrong mode in their response did not link a sequence of events through time or provided a response which was merely informative or descriptive. The majority of students, seventy-nine percent, received a rating of 1 on their compositions because they lacked the support and/or elaboration necessary to meet the criteria for minimum expectations.

Writing: Multiple-Choice Assessment

Students at Grade 5 are achieving better rates of success in recognizing appropriate sentence construction but require additional instruction in the use of spelling, punctuation, and capitalization.

In the multiple-choice portion of the writing test, Grade 5 student results improved seven percentage points since October 1990 on Objective 5, which required students to recognize appropriate sentence construction within the context of a written passage. However, as with other grades assessed, Grade 5 students continued to have difficulty with recognizing appropriate spelling, capitalization, and punctuation in written texts. The table below compares the percentage of students mastering each multiple-choice writing objective for October 1990 and October 1991.

Mastery of Writing Objectives

Objective	October 1990	October 1991
5. Sentence Construction	62%	69%
6. English Usage	83%	81%
7. Use of Spelling, Capitalization, and Punctuation	43%	41%

SUBJECT AREA PERFORMANCE: READING

Student achievement in reading at Grade 5 remained virtually unchanged between 1990 and 1991.

Sixty-one percent of the Grade 5 students met minimum expectations in reading and nineteen percent of the students achieved mastery of all objectives in reading in October 1991.

Although a one percentage point drop was noted, Grade 5 students achieved the highest mastery rate in reading on Objective 2 which required students to identify supporting ideas in a variety of written texts. Summarization skills remain a key area for focus for Grade 5 students as Objective 3 still exhibited the lowest mastery rate in reading, despite a seven percentage point gain from October 1990. The summarization task requires a student to read a passage of text related to a particular topic and choose the best summary statement for the passage.

Mastery of Reading Objectives

Objective	October 1990	October 1991
1. Word Meaning	56%	55%
2. Supporting Ideas	70%	69%
3. Summarization	34%	41%
4. Relationships and Outcomes	58%	54%
5. Inferences and Generalizations	49%	51%
6. Point of View, Propaganda, and Fact and Nonfact	57%	51%

SUBJECT AREA PERFORMANCE: MATHEMATICS

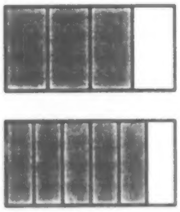
While gains in mastery rates were seen in the Concepts and Problem Solving domains, low achievement rates persist in the mathematics objectives assessing higher order thinking skills.

In October 1991, fifty-six percent of the fifth graders tested met minimum expectations for passing, a two percentage point gain from October 1990 results scored at the 70% standard. Fifteen percent of the students mastered all objectives on the mathematics test in October 1991.

Student performance on each of the objectives in the Concepts domain was higher than in any other mathematics domain. The objective with the highest mastery rate in mathematics in October 1990 and October 1991 was Objective 5, which required students to analyze data and/or interpret graphs to determine possible outcomes in a given situation.

Grade 5 performance improved significantly in four of the five objectives in the Concepts domain when compared with October 1990 results. The largest gain was ten percentage points on Objective 1 which required students to demonstrate an understanding of number concepts. The sample item below represents the type of item assessing number concept skills at Grade 5.

The models are shaded to show 2 fractions.



The models show that —

A $\frac{1}{4} < \frac{1}{6}$

B $\frac{1}{4} = \frac{1}{6}$

C $\frac{3}{4} = \frac{5}{6}$

D* $\frac{3}{4} < \frac{5}{6}$

Two objectives in the Operations and Problem Solving domains realized considerable gains between October 1990 and 1991. Objective 9, which assessed division skills in problem solving, improved by six percentage points while Objective 11 jumped eleven percentage points from October 1990 to 1991. Objective 11 required students to recognize and apply appropriate problem solving strategies. The achievement gaps between the Operations and Problem-Solving domains points to the importance of implementing instruction to emphasize higher order thinking skills in all areas of mathematics.

The following sample problem is representative of the type of information assessed on Objective 10/13, the lowest performing objective in the area of mathematics. These objectives required students to estimate solutions or evaluate the reasonableness of a solution to a given problem.

Bob selected 4 items in a store. The lowest-priced item was $3 and the highest-priced item was $8. Before tax is added, what is a reasonable total for the cost of the items?

A less than $8
B between $8 and $12
C* between $12 and $32
D more than $32

Mastery of Mathematics Objectives

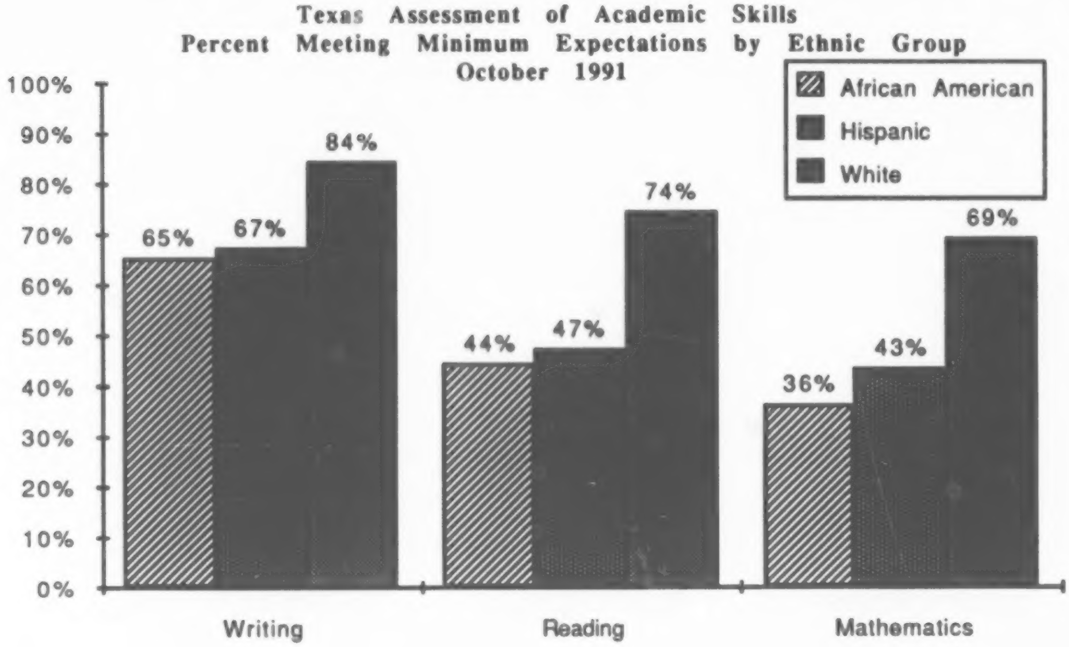
Objective	October 1990	October 1991
Concepts Domain		
1. Number Concepts	72%	82%
2. Algebraic/Mathematical Relations and Functions	73%	80%
3. Geometric Properties and Relationships	77%	85%
4. Measurement Concepts	67%	74%
5. Probability and Statistics	86%	86%
Operations Domain		
6. Use of Addition to Solve Problems	75%	73%
7. Use of Subtraction to Solve Problems	58%	56%
8. Use of Multiplication to Solve Problems	54%	51%
9. Use of Division to Solve Problems	61%	67%
Problem Solving Domain		
10/13. Problem Solving: Estimation/Reasonableness	32%	30%
11. Problem Solving using Solution Strategies	44%	55%
12. Problem Solving using Mathematical Representation	50%	53%

DEMOGRAPHIC PERFORMANCE SUMMARY

Ethnic Groups

Statewide results at Grade 5 reveal that performance gaps among ethnic populations are closing in the area of writing but remain high in reading and mathematics.

A review of Grade 5 results aggregated by ethnic groups shows a thirty-three percentage point difference between African American and white students and a twenty-six percentage point gap between Hispanic and white students in the area of mathematics. In writing, however, the differences in performance between African American and white students and Hispanic and white students was nineteen and seventeen percentage points, respectively.


Texas Assessment of Academic Skills
Percent Meeting Minimum Expectations by Ethnic Group
October 1991

Between October 1990 and 1991 African American and Hispanic student performance showed slightly larger scale score gains than white students in the areas of reading and mathematics. Although equity gaps persist among ethnic populations, no scale score losses were reported in any subject area tested for African American or Hispanic students as reflected in the chart below.

Grade 5 Performance Results by Ethnic Group
October 1991

Ethnicity	Number Tested	% Meeting Minimum Expectations	Average Scale Score	Scale Score Gain (Loss) 1990-1991
African American				
Writing	34,369	65%	1558	8
Reading	34,539	44%	1486	13
Mathematics	34,789	36%	1453	17
Hispanic				
Writing	79,313	67%	1562	9
Reading	79,632	47%	1499	15
Mathematics	80,309	43%	1484	18

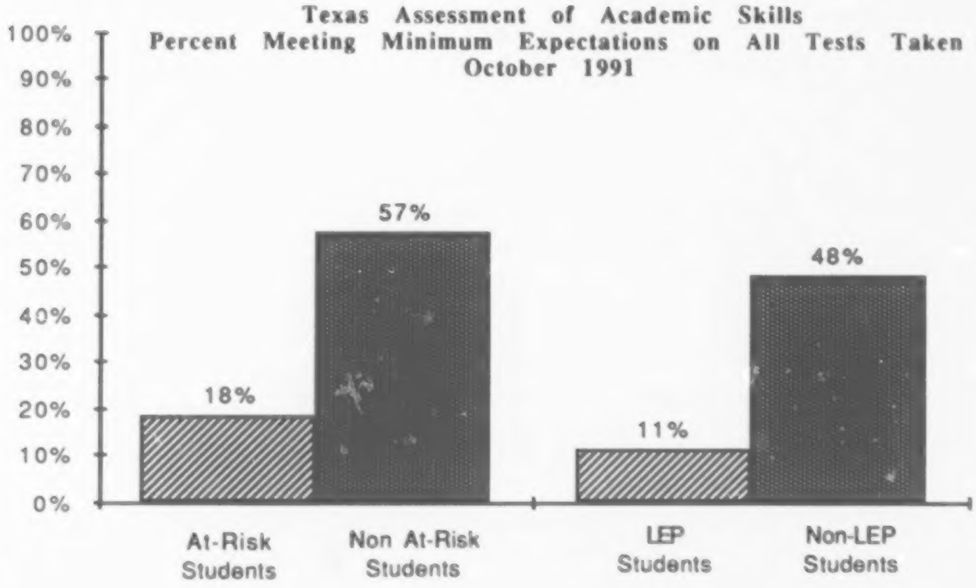
	Number Tested	% Meeting Minimum Expectations	Average Scale Score	Scale Score Gain (Loss) 1990-1991
White				
Writing	125,340	84%	1668	33
Reading	125,935	74%	1626	10
Mathematics	126,518	69%	1599	9

Economic Groups

> **Results for LEP or at-risk students at Grade 5 show that considerable disparity exists in student performance when compared with students who are not identified as LEP or at-risk.**

Slightly more than one-fourth of Grade 5 students tested were identified as at-risk of dropping out of school. Eighteen percent of these students met minimum expectations on all tests taken compared with fifty-seven percent of students not identified as at-risk, as shown in the following chart.

Eleven percent of the 16,215 Grade 5 students identified as limited English proficient (LEP) met minimum expectations on all tests taken, while forty-eight percent of the non-LEP students met minimum expectations. LEP students achieved higher passing rates in writing than the reading and mathematics subject areas.



Texas Assessment of Academic Skills
Percent Meeting Minimum Expectations on All Tests Taken
October 1991

The following tables display assessment results aggregated by participation in a free or reduced price meal program (economically disadvantaged) and/or the Chapter 1 Regular program.

Economically Disadvantaged	Number Tested	% Meeting Minimum Expectations	Average Scale Score	Scale Score Gain (Loss) 1990-1991
Participants				
Writing	99,525	64%	1551	9
Reading	100,041	45%	1488	18
Mathematics	100,927	40%	1471	18
Nonparticipants				
Writing	142,101	84%	1667	33
Reading	142,655	73%	1620	11
Mathematics	143,296	67%	1593	13
Chapter 1 Regular Program				
Participants				
Writing	40,415	51%	1496	4
Reading	40,634	27%	1419	22
Mathematics	40,918	24%	1409	19
Nonparticipants				
Writing	201,548	81%	1644	26
Reading	202,402	68%	1595	12
Mathematics	203,634	63%	1570	14

REMEDIATION

Fifty-four percent of Grade 5 students tested in October 1991 require remediation in one or more subject areas.

Section 21.557 of the Texas Education Code requires districts to provide remedial instruction for students failing any section of the TAAS test. As shown in the table below, only a small percentage of students (17%) failed all three tests in October 1990 and October 1991.

Grade 5 Students Requiring Remediation

	October 1990		October 1991	
Failed One Test Only	48,784	20%	49,734	20%
Failed Two Tests Only	45,258	18%	44,349	17%
Failed All Three Tests	43,404	17%	42,269	17%
Total	137,446	55%	136,352	54%

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT

GRADE: **05**

ALL STUDENTS

REPORT DATE: **DECEMBER 1991**

DATE OF TESTING: **OCTOBER 1991**

STATEWIDE

TEST PERFORMANCE

	MASTERING NUMBER	MASTERING PERCENT
WRITING		
WRITTEN COMMUNICATION		
1-4 WRITTEN COMPOSITION - NARRATIVE	94904	39

RATING:	0	1	2	3	4
NUMBER:	293	23394	127100	87051	7933
PERCENT:	0	10	52	35	3

	MASTERING NUMBER	MASTERING PERCENT
5. SENTENCE CONSTRUCTION	168763	69
6. ENGLISH USAGE	198679	81
7. USE OF SPELLING, CAPITALIZATION, AND PUNCTUATION	101773	41

NUMBER TESTED IN WRITING: 245771
AVERAGE SCALE SCORE: 1619

TOTAL WRITING: MET MINIMUM EXPECTATIONS	186001	76
MASTERED ALL OBJECTIVES	51948	21

	MASTERING NUMBER	MASTERING PERCENT
READING		
READING COMPREHENSION		
1. WORD MEANING	135547	55
2. SUPPORTING IDEAS	171385	69
3. SUMMARIZATION	102167	41
4. RELATIONSHIPS AND OUTCOMES	132198	54
5. INFERENCES AND GENERALIZATIONS	126507	51
6. POINT OF VIEW, PROPAGANDA, AND FACT AND NONFACT	124899	51

NUMBER TESTED IN READING: 246876
AVERAGE SCALE SCORE: 1565

TOTAL READING: MET MINIMUM EXPECTATIONS	150610	61
MASTERED ALL OBJECTIVES	45747	19

	MASTERING NUMBER	MASTERING PERCENT
MATHEMATICS		
CONCEPTS		
1. NUMBER CONCEPTS	203543	82
2. ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	199216	80
3. GEOMETRIC PROPERTIES AND RELATIONSHIPS	212066	85
4. MEASUREMENT CONCEPTS	182772	74
5. PROBABILITY AND STATISTICS	214277	86
OPERATIONS		
6. USE OF ADDITION TO SOLVE PROBLEMS	180934	73
7. USE OF SUBTRACTION TO SOLVE PROBLEMS	140254	56
8. USE OF MULTIPLICATION TO SOLVE PROBLEMS	127663	51
9. USE OF DIVISION TO SOLVE PROBLEMS	167476	67
PROBLEM SOLVING		
10/13. PROBLEM SOLVING: ESTIMATION/REASONABLENESS	75594	30
11. PROBLEM SOLVING USING SOLUTION STRATEGIES	136664	55
12. PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	131014	53

NUMBER TESTED IN MATHEMATICS: 248419
AVERAGE SCALE SCORE: 1542

TOTAL MATHEMATICS: MET MINIMUM EXPECTATIONS	139216	56
MASTERED ALL OBJECTIVES	37859	15

GROUP CHARACTERISTICS

	NUMBER	PERCENT
Total Answer Documents Submitted	274984	100
Students Absent From All Tests	866	0
Students Exempt From All Tests: ARD	17474	6
Students Exempt From All Tests: LEP	4593	2
Other Students Not Tested	410	0
Number Of Students Tested	251641	92

GROUP PERFORMANCE

- = no data reported for fewer than five students
* = status as of March 15, 1991

		ALL TESTS TAKEN	
	NUMBER TESTED	% MEETING MINIMUM EXPECTATIONS	% MASTERING ALL OBJECTIVES
All Students	251641	46	5
Male	126404	43	4
Female	124966	49	6
Native American	520	47	4
Asian	4961	68	13
African American	35309	27	2
Hispanic	81274	32	2
White	128191	59	8
*Economically Disadvantaged: Yes	102495	29	2
No	146861	58	8
*Chapter 1 Regular Program: Yes	41549	13	0
No	206154	53	6
*Migrant Status: Former	2689	24	1
Current	2226	22	1
Nonmigrant	236253	46	5
*Chapter 1 Migrant: Remedial Writing	742	16	1
Remedial Reading	2258	16	0
Remedial Mathematics	1353	18	0
Eligible Nonparticipants	2197	28	1
*Limited English Proficient: Yes	16215	11	0
No	230598	48	5
*Bilingual/ESL Program: Bilingual	10311	10	0
ESL	4811	12	0
Neither	233295	48	5
*Special Education: Learning Disability	9232	14	1
Emotionally Disturbed	926	19	0
Speech Handicapped	6816	32	3
Visually Handicapped	104	28	1
Other Handicap Condition	793	22	1
Not In Special Education	231316	48	5
*Gifted-Talented Program: Yes	23568	91	25
No	223741	41	3
*At-Risk: Yes	68602	18	1
No	177766	57	7
*Continuous Enrollment: One Year	28585	44	4
Two Years	21453	47	5
Three Years	20041	48	6
Four Years	33534	50	6
Five Years	91751	49	6
More Than Five Years	27093	35	3
Nonstandard Administration In Mathematics	2725	15	1

FIGURE 21

BEST COPY AVAILABLE

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT

GRADE: 05

SPECIAL EDUCATION STUDENTS

REPORT DATE: DECEMBER 1991

DATE OF TESTING: OCTOBER 1991

STATEWIDE

TEST PERFORMANCE

	MASTERING NUMBER	MASTERING PERCENT
WRITING		
WRITTEN COMMUNICATION		
1-4. WRITTEN COMPOSITION - NARRATIVE	2528	20

RATING:	0	1	2	3	4
NUMBER:	69	2871	7463	2397	131
PERCENT:	1	22	58	19	1

	MASTERING NUMBER	MASTERING PERCENT
5. SENTENCE CONSTRUCTION	5996	46
6. ENGLISH USAGE	7671	59
7. USE OF SPELLING, CAPITALIZATION, AND PUNCTUATION	2837	22

NUMBER TESTED IN WRITING: 12931
AVERAGE SCALE SCORE: 1498

TOTAL WRITING: MET MINIMUM EXPECTATIONS	6409	50
MASTERED ALL OBJECTIVES	987	8

	MASTERING NUMBER	MASTERING PERCENT
READING		
READING COMPREHENSION		
1. WORD MEANING	4693	35
2. SUPPORTING IDEAS	6524	49
3. SUMMARIZATION	3321	25
4. RELATIONSHIPS AND OUTCOMES	4518	34
5. INFERENCES AND GENERALIZATIONS	4220	31
6. POINT OF VIEW, PROPAGANDA, AND FACT AND NONFACT	4719	35

NUMBER TESTED IN READING: 13400
AVERAGE SCALE SCORE: 1450

TOTAL READING: MET MINIMUM EXPECTATIONS	5013	37
MASTERED ALL OBJECTIVES	1115	8

	MASTERING NUMBER	MASTERING PERCENT
MATHEMATICS		
CONCEPTS		
1. NUMBER CONCEPTS	9986	67
2. ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	9690	65
3. GEOMETRIC PROPERTIES AND RELATIONSHIPS	11244	75
4. MEASUREMENT CONCEPTS	8337	56
5. PROBABILITY AND STATISTICS	10535	71
OPERATIONS		
6. USE OF ADDITION TO SOLVE PROBLEMS	7642	51
7. USE OF SUBTRACTION TO SOLVE PROBLEMS	5274	35
8. USE OF MULTIPLICATION TO SOLVE PROBLEMS	4574	31
9. USE OF DIVISION TO SOLVE PROBLEMS	6928	46
PROBLEM SOLVING		
10/13. PROBLEM SOLVING: ESTIMATION/REASONABLENESS	2353	16
11. PROBLEM SOLVING USING SOLUTION STRATEGIES	5992	40
12. PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	5284	35

NUMBER TESTED IN MATHEMATICS: 14906
AVERAGE SCALE SCORE: 1428

TOTAL MATHEMATICS: MET MINIMUM EXPECTATIONS	4711	32
MASTERED ALL OBJECTIVES	914	6

GROUP CHARACTERISTICS

	NUMBER	PERCENT
Total Answer Documents Submitted	31350	100
Students Absent From All Tests	74	0
Students Exempt From All Tests: ARD	15240	49
Students Exempt From All Tests: LEP	143	0
Other Students Not Tested	153	0
Number Of Students Tested	15740	50

GROUP PERFORMANCE

- = no data reported for fewer than five students
* = status as of March 15, 1991

		ALL TESTS TAKEN	
	NUMBER TESTED	% MEETING MINIMUM EXPECTATIONS	% MASTERING ALL OBJECTIVES
All Students	15740	23	2
Male	10474	22	2
Female	5258	23	2
Native American	27	26	0
Asian	167	51	7
African American	2274	10	1
Hispanic	4575	14	1
White	8667	30	2
*Economically Disadvantaged: Yes	6970	13	1
No	8703	31	3
*Chapter 1 Regular Program: Yes	2994	8	0
No	12693	26	2
*Migrant Status: Former	138	14	0
Current	110	7	1
Nonmigrant	14964	23	2
*Chapter 1 Migrant: Remedial Writing	34	3	0
Remedial Reading	119	8	0
Remedial Mathematics	66	6	0
Eligible Nonparticipants	104	8	0
*Limited English Proficient: Yes	1113	6	0
No	14476	24	2
*Bilingual/ESL Program: Bilingual	574	6	0
ESL	391	7	0
Neither	14715	24	2
*Special Education: Learning Disability	9232	14	1
Emotionally Disturbed	926	19	0
Speech Handicapped	6816	32	3
Visually Handicapped	104	28	1
Other Handicap Condition	793	22	1
Not In Special Education	0	-	-
*Gifted-Talented Program: Yes	452	84	23
No	15173	21	1
*At-Risk: Yes	7081	11	0
No	8521	32	3
*Continuous Enrollment: One Year	1579	21	2
Two Years	1447	25	2
Three Years	1267	24	2
Four Years	2177	25	2
Five Years	4978	26	2
More Than Five Years	2608	16	1

FIGURE 22

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT

GRADE: **05**

BNON SPECIAL EDUCATION STUDENTS

REPORT DATE: **DECEMBER 1991**

DATE OF TESTING: **OCTOBER 1991**

STATEWIDE

TEST PERFORMANCE

	MASTERING NUMBER	MASTERING PERCENT
WRITING		
WRITTEN COMMUNICATION		
1-4 WRITTEN COMPOSITION - NARRATIVE	92236	40

RATING:	0	1	2	3	4
NUMBER:	223	20409	119030	84442	7794
PERCENT:	0	9	51	36	3

	NUMBER	PERCENT
5. SENTENCE CONSTRUCTION	162254	70
6. ENGLISH USAGE	190341	82
7. USE OF SPELLING, CAPITALIZATION, AND PUNCTUATION	98658	43

NUMBER TESTED IN WRITING: 231898
AVERAGE SCALE SCORE: 1626

		NUMBER	PERCENT
TOTAL WRITING:	MET MINIMUM EXPECTATIONS	178973	77
	MASTERED ALL OBJECTIVES	50875	22

	NUMBER	PERCENT
READING		
READING COMPREHENSION		
1. WORD MEANING	130518	56
2. SUPPORTING IDEAS	164326	71
3. SUMMARIZATION	98574	42
4. RELATIONSHIPS AND OUTCOMES	127343	55
5. INFERENCES AND GENERALIZATIONS	121994	52
6. POINT OF VIEW, PROPAGANDA, AND FACT AND NONFACT	119904	52

NUMBER TESTED IN READING: 232529
AVERAGE SCALE SCORE: 1572

		NUMBER	PERCENT
TOTAL READING:	MET MINIMUM EXPECTATIONS	145222	62
	MASTERED ALL OBJECTIVES	44563	19

	NUMBER	PERCENT
MATHEMATICS		
CONCEPTS		
1. NUMBER CONCEPTS	192890	83
2. ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	188854	81
3. GEOMETRIC PROPERTIES AND RELATIONSHIPS	200087	86
4. MEASUREMENT CONCEPTS	173850	75
5. PROBABILITY AND STATISTICS	202995	87
OPERATIONS		
6. USE OF ADDITION TO SOLVE PROBLEMS	172693	74
7. USE OF SUBTRACTION TO SOLVE PROBLEMS	134610	58
8. USE OF MULTIPLICATION TO SOLVE PROBLEMS	122791	53
9. USE OF DIVISION TO SOLVE PROBLEMS	160072	69
PROBLEM SOLVING		
10/13. PROBLEM SOLVING: ESTIMATION/REASONABLENESS	73123	31
11. PROBLEM SOLVING USING SOLUTION STRATEGIES	130292	56
12. PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	125391	54

NUMBER TESTED IN MATHEMATICS: 232565
AVERAGE SCALE SCORE: 1550

		NUMBER	PERCENT
TOTAL MATHEMATICS:	MET MINIMUM EXPECTATIONS	134188	58
	MASTERED ALL OBJECTIVES	36901	16

GROUP CHARACTERISTICS

	NUMBER	PERCENT
Total Answer Documents Submitted	242664	100
Students Absent From All Tests	790	0
Students Exempt From All Tests: ARD	2229	1
Students Exempt From All Tests: LEP	4449	2
Other Students Not Tested	256	0
Number Of Students Tested	234940	97

GROUP PERFORMANCE

- = no data reported for fewer than five students
* = status as of March 15, 1991

			ALL TESTS TAKEN	
		NUMBER TESTED	% MEETING MINIMUM EXPECTATIONS	% MASTERING ALL OBJECTIVES
All Students		234940	47	5
Male		115492	45	5
Female		119165	50	6
Native American		492	48	4
Asian		4794	69	13
African American		33011	28	2
Hispanic		75771	33	2
White		119516	61	8
*Economically Disadvantaged:	Yes	94644	30	2
	No	136078	60	8
*Chapter 1 Regular Program:	Yes	38065	14	0
	No	192990	54	6
*Migrant Status:	Former	2540	24	1
	Current	2113	23	1
	Nonmigrant	220342	48	5
*Chapter 1 Migrant:	Remedial Writing	699	17	1
	Remedial Reading	2130	17	1
	Remedial Mathematics	1281	19	0
	Eligible Nonparticipants	2008	29	1
*Limited English Proficient:	Yes	14910	11	0
	No	215354	50	6
*Bilingual/ESL Program:	Bilingual	9559	10	0
	ESL	4420	13	0
	Neither	217797	50	6
*Special Education:	Learning Disability	0	-	-
	Emotionally Disturbed	0	-	-
	Speech Handicapped	0	-	-
	Visually Handicapped	0	-	-
	Other Handicap Condition	0	-	-
	Not In Special Education	231316	48	5
*Gifted-Talented Program:	Yes	23073	91	25
	No	207650	43	3
*At-Risk:	Yes	60957	18	1
	No	168848	58	7
*Continuous Enrollment:	One Year	26916	45	4
	Two Years	19932	48	5
	Three Years	18724	50	6
	Four Years	31269	52	6
	Five Years	86404	51	6
	More Than Five Years	24291	37	3
@Students With No Information Provided As To Special Education Status		3624	36	3

FIGURE 23

TEXAS ASSESSMENT OF ACADEMIC SKILLS

WRITTEN COMPOSITION ANALYTIC INFORMATION SUMMARY REPORT

GRADE: 05

DISTRICT: STATEWIDE

CAMPUS:

REPORT DATE: DECEMBER 1991

DATE OF TESTING: OCTOBER 1991

PAPERS RECEIVING WRITTEN COMPOSITION RATINGS OF 0 OR 1 WERE SCORED ANALYTICALLY. FOR EACH CATEGORY THE NUMBER OF PAPERS HAVING THAT DEFICIENCY IS INDICATED. A STUDENT'S PAPER MAY BE LISTED IN MORE THAN ONE CATEGORY. PAPERS RECEIVING WRITTEN COMPOSITION RATINGS OF 2, 3 OR 4 WERE NOT SCORED ANALYTICALLY.

ANALYTIC CATEGORY	NUMBERS OF PAPERS	
	RATING OF 0	RATING OF 1
Used wrong purpose/mode	0	10097
Lacked organization/structure	0	3798
Lacked support/elaboration	0	18382
Lacked language control	7	2314
Wrote off topic	10	
No writing attempted	190	
Wrote in a foreign language	33	
Paper was illegible/incoherent	34	
Did not write enough to score	12	
Copied the prompt	14	
Explicitly refused to write	0	

WRITTEN COMPOSITION RATING SUMMARY

RATING:	0	1	2	3	4	TOTAL
NUMBER:	293	23394	127100	87051	7933	245771
PERCENT:	0	10	52	35	3	

FIGURE 24

TAAS

02/23/92

TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS

PAGE 1 OF 2

REPORT DATE DECEMBER 1991
DATE OF TESTING OCTOBER 1991
GRADE 05
STATEWIDE

* = STATUS AS OF MARCH 15, 1991

		WRITING								READING									
			WRITTEN COMMUNICATION								READING COMPREHENSION								
			1-4	5	6	7					1	2	3	4	5	6			
	PERCENT MEETING MINIMUM EXPECTATIONS ON ALL TESTS TAKEN*	NUMBER OF STUDENTS TESTED	WRITTEN COMPOSITION (3 OR 4 REQUIRED)	SENTENCE CONSTRUCTION	ENGLISH USAGE	USE OF SPELLING, CAPITALIZATION AND PUNCTUATION	AVERAGE SCALE SCORE	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES (3 OR 4 ON COMPOSITION REQUIRED)	NUMBER OF STUDENTS TESTED	WORD MEANING	SUPPORTING IDEAS	SUMMARIZATION	RELATIONSHIPS AND OUTCOMES	INFERENCES AND GENERALIZATIONS	POINT OF VIEW, PROPAGANDA, AND FACT AND NONFACT	AVERAGE SCALE SCORE	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES
			PERCENT OF STUDENTS DEMONSTRATING OBJECTIVE MASTERY - = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS								PERCENT OF STUDENTS DEMONSTRATING OBJECTIVE MASTERY - = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS								
ALL STUDENTS TESTED	46	245771	39	69	81	41	1619	76	21	246876	55	69	41	54	51	51	1565	61	19
MALE	43	122679	33	65	78	37	1589	71	17	123466	55	66	38	51	49	48	1550	58	17
FEMALE	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFORMATION PROVIDED	32	259	33	65	78	33	1564	64	16	260	45	62	34	44	45	46	1506	54	12
NATIVE AMERICAN	47	500	35	67	78	46	1602	76	18	504	55	70	32	53	52	50	1541	61	16
ASIAN	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
AFRICAN AMERICAN	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
HISPANIC	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
WHITE	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFORMATION PROVIDED	36	1337	32	59	74	35	1671	62	16	1345	49	63	37	46	44	46	1527	54	15
*ECONOMICALLY DISADVANTAGED: YES	29	99525	27	57	75	30	1551	66	12	100061	40	58	30	40	36	37	1488	45	9
NO	[illegible]	142101	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFO. PROV.	37	4145	31	61	77	35	1575	68	15	4180	48	64	34	47	45	46	1531	55	14
*CHAPTER 1 REGULAR PROGRAM: YES	13	40615	17	45	62	19	1496	51	4	40634	24	33	17	26	23	27	1412	27	3
NO	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFO. PROV.	36	3608	30	60	76	34	1568	66	15	3640	44	63	35	42	44	43	1522	53	13
*MIGRANT STATUS: FORMER	26	2631	22	50	67	25	1521	56	9	2621	33	52	26	36	27	31	1453	36	6
CURRENT	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NONMIGRANT	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFORMATION PROVIDED	41	10163	36	66	79	39	1596	71	19	10229	52	66	40	50	46	47	1549	56	17
*CHAPTER 1 MIGRANT: REMEDIAL WRITING	16	730	16	42	56	12	1479	45	6	727	25	44	17	36	21	26	1405	29	3
REMEDIAL READING	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
REMEDIAL MATHEMATICS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
ELIGIBLE NONPARTICIPANTS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFORMATION PROVIDED	38	6990	33	64	77	37	1587	70	16	6025	50	66	37	48	46	45	1535	55	15
*LIMITED ENGLISH PROFICIENT: YES	11	15689	12	37	60	13	1455	38	3	16743	20	36	16	21	17	20	1383	20	2
NO	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFO. PROV.	40	4665	34	65	79	37	1593	72	16	4717	49	67	38	49	47	46	1539	56	15
*BILINGUAL/ESL PROGRAM: BILINGUAL	10	10051	9	35	60	13	1426	36	2	10050	18	33	15	20	15	19	1374	18	2
ESL	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NEITHER	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFORMATION PROV.	36	3116	31	61	76	34	1670	68	16	3142	47	63	34	46	44	44	1526	53	14

FIGURE 25

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

02/23/92

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS

PAGE 2 OF 2

REPORT DATE DECEMBER 1991

DATE OF TESTING OCTOBER 1991

GRADE 05

STATEWIDE

* = STATUS AS OF MARCH 15, 1991

PERCENT OF STUDENTS DEMONSTRATING OBJECTIVE MASTERY

- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

	PERCENT MEETING MINIMUM EXPECTATIONS ON ALL TESTS TAKEN	WRITING: NUMBER OF STUDENTS TESTED	WRITTEN COMMUNICATION 1-4: WRITTEN COMPOSITION (3 OR 4 REQUIRED)	5: SENTENCE CONSTRUCTION	6: ENGLISH USAGE	7: USE OF SPELLING, CAPITALIZATION AND PUNCTUATION	AVERAGE SCALE SCORE	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES (3 OR 4 ON COMPOSITION REQUIRED)	READING: NUMBER OF STUDENTS TESTED	READING COMPREHENSION 1: WORD MEANING	2: SUPPORTING IDEAS	3: SUMMARIZATION	4: RELATIONSHIPS AND OUTCOMES	5: INFERENCES AND GENERALIZATIONS	6: POINT OF VIEW, PROPAGANDA, AND FACT AND NONFACT	AVERAGE SCALE SCORE	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES
*SPECIAL EDUCATION: LEARNING DISABILITY	16	6707	12	36	63	11	1463	37	2	7097	26	38	18	24	27	29	1395	26	4
EMOTIONALLY DISTURBED	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
SPEECH HANDICAPPED	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	13	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
VISUALLY HANDICAPPED	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
OTHER HANDICAP CONDITION	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NOT IN SPECIAL EDUCATION	46	[illegible]	40	70	83	53	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFORMATION PROVIDED	36	3493	30	60	76	33	1566	66	14	3523	46	63	35	46	44	43	1523	53	14
*GIFTED-TALENTED PROGRAM: YES	71	23407	73	74	90	78	1843	97	63	23445	89	95	76	88	88	82	1781	95	55
NO	41	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	12	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFO. PROV.	35	4201	31	60	74	33	1570	67	16	4237	46	63	34	45	43	42	1516	52	13
*AT-RISK: YES	18	66065	12	47	63	20	1504	53	6	66516	31	47	22	30	27	30	1430	31	5
NO	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFORMATION PROVIDED	37	5108	32	62	76	35	1579	69	16	[illegible]	48	64	35	47	45	44	1530	[illegible]	14
*CONTINUOUS ENROLLMENT: ONE YEAR	44	27774	37	67	80	39	1605	74	17	[illegible]	[illegible]	68	40	52	50	50	1562	60	18
TWO YEARS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
THREE YEARS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
FOUR YEARS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
FIVE YEARS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
MORE THAN FIVE YEARS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFO. PROV.	41	28272	34	65	78	37	1593	71	18	28456	51	67	38	50	48	47	1546	57	16

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS

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GRADE 05

STATEWIDE

* = STATUS AS OF MARCH 15, 1991

MATHEMATICS

PERCENT OF STUDENTS DEMONSTRATING MASTERY

- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		CONCEPTS					OPERATIONS				PROBLEM SOLVING					
	NUMBER OF STUDENTS TESTED	1 NUMBER CONCEPTS	2 ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	3 GEOMETRIC PROPERTIES AND RELATIONSHIPS	4 MEASUREMENT CONCEPTS	5 PROBABILITY AND STATISTICS	6 USE OF ADDITION TO SOLVE PROBLEMS	7 USE OF SUBTRACTION TO SOLVE PROBLEMS	8 USE OF MULTIPLICATION TO SOLVE PROBLEMS	9 USE OF DIVISION TO SOLVE PROBLEMS	10.11 PROBLEM SOLVING: ESTIMATION/REASONABLENESS	11 PROBLEM SOLVING USING SOLUTION STRATEGIES	12 PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	AVERAGE SCALE SCORE	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES
ALL STUDENTS TESTED	248419	82	80	85	74	86	73	56	51	67	30	55	53	1542	56	15
MALE	124672	81	79	85	74	86	68	54	[illegible]	65	31	56	53	1537	[illegible]	15
FEMALE	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFORMATION PROVIDED	266	72	73	81	62	79	64	41	41	60	20	43	44	1483	42	9
NATIVE AMERICAN	508	84	79	82	74	87	71	58	50	67	28	53	54	1538	55	13
ASIAN	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
AFRICAN AMERICAN	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
HISPANIC	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
WHITE	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFORMATION PROVIDED	1356	76	72	[illegible]	67	[illegible]	67	46	42	[illegible]	24	49	47	1496	46	11
*ECONOMICALLY DISADVANTAGED: YES	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFO. PROV.	4196	77	75	83	[illegible]	[illegible]	67	[illegible]	44	[illegible]	[illegible]	[illegible]	47	1503	46	11
*CHAPTER 1 REGULAR PROGRAM: YES	[illegible]	67	64	79	[illegible]	71	[illegible]	[illegible]	27	47	10	[illegible]	[illegible]	[illegible]	[illegible]	3
NO	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFO. PROV.	3867	76	74	82	67	82	67	49	43	62	23	50	48	1497	46	10
*MIGRANT STATUS: FORMER	[illegible]	[illegible]	67	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
CURRENT	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NONMIGRANT	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFORMATION PROVIDED	10304	79	77	84	70	[illegible]	[illegible]	[illegible]	47	[illegible]	24	[illegible]	[illegible]	[illegible]	[illegible]	14
*CHAPTER 1 MIGRANT: REMEDIAL WRITING	733	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
REMEDIAL READING	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
REMEDIAL MATHEMATICS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
ELIGIBLE NONPARTICIPANTS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFORMATION PROVIDED	[illegible]	77	76	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
*LIMITED ENGLISH PROFICIENT: YES	16023	67	67	74	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFO. PROV.	4748	76	77	[illegible]	70	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
*BILINGUAL/ESL PROGRAM: BILINGUAL	10127	[illegible]	[illegible]	75	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
ESL	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NEITHER	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFORMATION PROV.	[illegible]	76	74	83	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

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TAAS

02/23/92

TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS

REPORT DATE DECEMBER 1991

DATE OF TESTING OCTOBER 1991

GRADE 05

STATEWIDE

* = STATUS AS OF MARCH 15, 1991

MATHEMATICS

PERCENT OF STUDENTS DEMONSTRATING MASTERY
- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		NUMBER OF STUDENTS TESTED	CONCEPTS 1 NUMBER CONCEPTS	CONCEPTS 2 ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	CONCEPTS 3 GEOMETRIC PROPERTIES AND RELATIONSHIPS	CONCEPTS 4 MEASUREMENT CONCEPTS	CONCEPTS 5 PROBABILITY AND STATISTICS	OPERATIONS 6 USE OF ADDITION TO SOLVE PROBLEMS	OPERATIONS 7 USE OF SUBTRACTION TO SOLVE PROBLEMS	OPERATIONS 8 USE OF MULTIPLICATION TO SOLVE PROBLEMS	OPERATIONS 9 USE OF DIVISION TO SOLVE PROBLEMS	PROBLEM SOLVING 10/13 PROBLEM SOLVING ESTIMATION/REASONABLENESS	PROBLEM SOLVING 11 PROBLEM SOLVING USING SOLUTION STRATEGIES	PROBLEM SOLVING 12 PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	AVERAGE SCALE SCORE	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES
*SPECIAL EDUCATION:	LEARNING DISABILITY	8543	60	50	72	50	64	42	26	22	30	10	32	28	1301	21	3
	EMOTIONALLY DISTURBED	856	[illegible]	[illegible]	70	50	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	SPEECH HANDICAPPED	[illegible]	75	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	10
	VISUALLY HANDICAPPED	101	65	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	5
	OTHER HANDICAP CONDITION	790	67	[illegible]	[illegible]	[illegible]	70	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	NOT IN SPECIAL EDUCATION	229010	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	NO INFORMATION PROVIDED	3555	76	74	81	67	82	67	48	44	61	23	50	46	1497	42	10
*GIFTED-TALENTED PROGRAM:	YES	23441	97	97	95	91	92	95	91	87	91	69	86	85	1762	93	57
	NO	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	NO INFO. PROV.	4249	76	72	80	65	81	65	47	41	60	23	48	45	1480	48	10
*AT-RISK:	YES	67318	68	66	72	56	77	55	33	30	42	13	37	33	1366	27	4
	NO	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	NO INFORMATION PROVIDED	8170	76	74	80	67	83	67	49	43	61	24	50	46	1498	47	10
*CONTINUOUS ENROLLMENT:	ONE YEAR	20193	81	79	85	73	86	71	55	42	66	29	64	51	[illegible]	[illegible]	12
	TWO YEARS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	THREE YEARS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	FOUR YEARS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	FIVE YEARS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	MORE THAN FIVE YEARS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	NO INFO. PROV.	[illegible]	79	77	83	[illegible]	[illegible]	70	[illegible]	47	64	27	52	49	[illegible]	[illegible]	[illegible]

District Analysis Report

Texas Assessment of Academic Skills
Grade 5
October 1991

TEXAS EDUCATION AGENCY
TEXAS ASSESSMENT OF ACADEMIC SKILLS
OCTOBER 1991 TAAS PERFORMANCE
NON SPECIAL EDUCATION AND "NO INFO. PROVIDED" STUDENTS
GRADE 5

NOVEMBER 2, 1992

NUMBER OF DISTRICTS	CATEGORIES	NUMBER OF STUDENTS TESTED OCT 1991	PERCENT MET MIN EXP. ALL TSTS TAKEN OCT 1991	-AVERAGE SCALE SCORE- OCTOBER 1991 WRITING	READING	MATH	-AVERAGE SCALE SCORE- GAIN/LOSS OCT 1991 - OCT 1990 WRITING	READING	MATH	NUMBER OF STUDENTS NEEDING ANY REMEDIATION
ENROLLMENT GROUPINGS										
8	OVER 50,000	46,248	37	1584	1528	1505	12	10	11	29,183
18	25,000 TO 49,999	43,159	55	1654	1600	1586	24	5	10	19,522
47	10,000 TO 24,999	52,342	49	1636	1578	1557	18	13	11	26,698
59	5,000 TO 9,999	25,886	50	1634	1585	1557	26	18	19	13,011
80	3,000 TO 4,999	21,693	49	1632	1581	1554	30	13	15	11,118
130	1,600 TO 2,999	19,182	46	1620	1565	1540	28	15	18	10,348
117	1,000 TO 1,599	10,388	45	1607	1562	1536	23	13	10	5,713
208	500 TO 999	10,345	50	1631	1583	1560	28	13	17	5,176
380	UNDER 500	6,640	49	1631	1580	1554	33	9	6	3,414
DISTRICT TYPE										
8	MAJOR URBAN	45,734	37	1584	1527	1506	11	11	11	28,858
63	MAJOR SUBURBAN	69,008	55	1657	1605	1585	23	9	10	30,918
24	OTHER CENTRAL CITY	28,994	48	1636	1574	1554	19	12	11	15,499
76	OTHER CC SUBURBAN	20,540	44	1613	1561	1536	24	15	14	11,450
71	INDEPENDENT TOWN	24,457	47	1625	1575	1547	30	15	19	12,855
46	NON-METRO FAST GROWING	3,700	48	1620	1572	1547	23	20	3	1,927
260	NON-METRO STABLE	30,308	46	1613	1564	1537	26	15	16	16,501
499	RURAL	12,142	49	1630	1580	1557	27	9	11	6,175
WEALTH (MEDIAN=$140,578)										
104	UNDER $76,272	25,734	36	1577	1518	1502	17	20	18	16,406
104	$76,272 TO $90,118	12,548	41	1600	1551	1522	25	17	16	7,358
105	$90,119 TO $106,053	17,181	43	1606	1554	1531	18	9	10	9,841
104	$106,054 TO $124,839	15,056	45	1613	1565	1537	29	21	22	8,220
105	$124,840 TO $140,577	35,006	49	1632	1577	1555	22	6	14	17,951
104	$140,578 TO $165,104	29,327	54	1650	1604	1581	31	15	16	13,367
105	$165,105 TO $202,678	29,454	51	1648	1589	1562	19	9	4	14,413
104	$202,679 TO $259,734	36,201	45	1619	1568	1539	14	9	10	19,804
105	$259,735 TO $438,516	30,177	52	1643	1585	1575	23	10	12	14,508
102	OVER $438,516	4,951	55	1655	1604	1585	34	8	12	2,215
5	SPECIAL DISTRICTS	248	60	1642	1616	1582	6	14	18	100
WEALTH (ST AVG=$181,540)										
679	UNDER $181,540	148,490	46	1618	1564	1541	24	13	15	80,793
363	OVER $181,540	87,145	50	1638	1585	1564	19	10	10	43,290
5	SPECIAL DISTRICTS	248	60	1642	1616	1582	8	14	18	100

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

TEXAS EDUCATION AGENCY
TEXAS ASSESSMENT OF ACADEMIC SKILLS
OCTOBER 1991 TAAS PERFORMANCE
NON SPECIAL EDUCATION AND "NO INFO. PROVIDED" STUDENTS
GRADE 5

NOVEMBER 2, 1992

NUMBER OF DISTRICTS	CATEGORIES	NUMBER OF STUDENTS TESTED OCT 1991	PERCENT MET MIN EXP. ALL TSTS TAKEN OCT 1991	-AVERAGE SCALE SCORE- OCTOBER 1991 WRITING	READING	MATH	-AVERAGE SCALE SCORE- GAIN/LOSS OCT 1991 - OCT 1990 WRITING	READING	MATH	NUMBER OF STUDENTS NEEDING ANY REMEDIATION
	WEALTH BY EQUAL PUPILS PER GROUP									
24	UNDER $44,827	10,209	33	1563	1497	1488	9	19	15	6,873
36	$44,827 TO < $63,744	11,471	36	1574	1521	1501	19	25	26	7,338
80	$63,744 TO < $81,747	11,662	42	1601	1549	1520	25	14	11	6,814
132	$81,747 TO < $99,824	12,001	45	1611	1565	1540	26	15	14	6,582
50	$99,824 TO < $108,067	11,228	41	1607	1549	1526	17	8	9	6,582
67	$108,067 TO < $120,027	11,825	45	1609	1563	1536	26	20	24	6,496
65	$120,027 TO < $130,961	12,492	46	1621	1567	1539	27	12	18	6,739
40	$130,961 TO < $136,490	12,203	51	1642	1590	1566	19	7	12	5,990
26	$136,490 TO < $140,227	12,333	49	1633	1573	1558	24	3	12	6,300
60	$140,227 TO < $155,509	11,265	52	1647	1600	1571	28	13	11	5,354
40	$155,509 TO < $163,412	12,998	56	1650	1610	1589	37	18	26	5,718
45	$163,412 TO < $176,418	12,819	51	1647	1589	1565	22	10	8	6,301
38	$176,418 TO < $190,732	11,991	45	1626	1564	1533	17	7	2	6,586
57	$190,732 TO < $215,663	12,214	58	1671	1618	1598	25	12	8	5,111
50	$215,663 TO < $240,258	13,111	52	1643	1592	1567	21	7	12	6,354
1	$240,258 TO < $240,954	12,804	35	1581	1526	1494	-1	6	4	8,296
41	$240,954 TO < $277,696	11,519	52	1640	1593	1570	21	14	15	5,584
14	$277,696 TO < $300,182	11,703	41	1602	1525	1531	17	15	19	6,944
38	$300,182 TO < $344,184	7,938	60	1678	1626	1603	30	4	-6	3,193
138	$344,184 AND OVER	11,849	58	1664	1620	1599	28	6	12	4,928
5	SPECIAL DISTRICTS	248	60	1642	1616	1582	6	14	18	100
	TOTAL TAX EFFORT (ST AVG=$1.1629)									
261	UNDER 1.0519	36,787	41	1598	1548	1519	13	13	9	21,728
260	1.0519 TO UNDER 1.1541	45,727	46	1618	1568	1543	30	16	21	24,676
261	1.1541 TO UNDER 1.2517	71,763	46	1622	1564	1548	22	14	17	38,484
260	1.2517 AND OVER	81,358	52	1645	1592	1568	21	7	6	39,195
5	SPECIAL DISTRICTS	248	60	1642	1616	1582	6	14	18	100
	M&O EFF. TAX EFFORT (ST AVG=$1.0063)									
261	UNDER 0.8805	59,146	41	1599	1549	1523	19	17	16	34,613
261	0.8805 TO 0.9896	47,201	48	1627	1576	1552	27	14	18	24,331
261	0.9897 TO 1.1205	78,758	48	1633	1572	1556	21	11	14	40,604
259	OVER 1.1205	50,528	51	1643	1593	1568	23	8	5	24,535
5	SPECIAL DISTRICTS	248	60	1642	1616	1582	6	14	18	100
	HIGHEST PROPERTY VALUE CATEGORY									
352	RESIDENTIAL	146,293	50	1637	1584	1561	24	12	14	73,121
308	LAND	9,946	45	1606	1566	1538	14	12	6	5,441
199	OIL AND GAS	12,526	45	1619	1558	1535	30	10	19	6,937
183	BUSINESS	66,868	42	1605	1548	1530	16	10	12	38,584
5	SPECIAL DISTRICTS	248	60	1642	1616	1582	6	14	18	100

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

TEXAS EDUCATION AGENCY
TEXAS ASSESSMENT OF ACADEMIC SKILLS
OCTOBER 1991 TAAS PERFORMANCE
NON SPECIAL EDUCATION AND "NO INFO. PROVIDED" STUDENTS
GRADE 5

NOVEMBER 2, 1992

NUMBER OF DISTRICTS	CATEGORIES			NUMBER OF STUDENTS TESTED OCT 1991	PERCENT MET MIN EXP. ALL TSTS TAKEN OCT 1991	-AVERAGE SCALE SCORE- OCTOBER 1991			-AVERAGE SCALE SCORE- GAIN/LOSS OCT 1991 - OCT 1990			NUMBER OF STUDENTS NEEDING ANY REMEDIATION
						WRITING	READING	MATH	WRITING	READING	MATH	
AEI GROUPS:	PUPILS	WEALTH	% LOW INC									
163	<1K	< AVG.	<40%	6,218	54	1649	1599	1577	35	15	17	2,847
188	<1K	< AVG.	>=40	5,446	42	1602	1553	1524	21	7	2	3,172
120	<1K	> AVG.	<40%	3,039	58	1660	1611	1592	42	15	28	1,291
114	<1K	> AVG.	>=40	2,203	44	1614	1562	1538	23	1	3	1,240
80	1K TO < 3K	< AVG.	<40%	10,078	51	1637	1590	1564	30	13	12	4,892
101	1K TO < 3K	< AVG.	>=40	11,778	38	1585	1530	1503	22	15	16	7,320
35	1K TO < 3K	> AVG.	<40%	4,082	54	1648	1596	1582	36	12	21	1,872
29	1K TO < 3K	> AVG.	>=40	3,463	45	1611	1564	1531	10	17	13	1,917
59	3K TO < 10K	< AVG.	<40%	19,867	52	1647	1598	1569	33	15	18	9,562
43	3K TO < 10K	< AVG.	>=40	14,729	41	1594	1539	1518	24	20	21	8,760
32	3K TO < 10K	> AVG.	<40%	11,413	57	1661	1616	1583	27	10	11	4,954
5	3K TO < 10K	> AVG.	>=40	1,570	46	1622	1571	1543	10	9	2	853
17	>10K	< AVG.	<40%	29,964	55	1656	1608	1584	27	9	12	13,340
30	>10K	< AVG.	>=40	51,133	39	1593	1534	1514	14	11	14	31,196
19	>10K	> AVG.	<40%	30,217	61	1681	1631	1610	22	6	1	11,811
7	>10K	> AVG.	>=40	30,435	37	1590	1526	1511	10	12	14	19,056
5	SPECIAL DISTRICTS			248	60	1642	1616	1582	6	14	18	100
SMALL/SPARSE ADJUSTMNT (ST AVG=30.0%)												
298	NO SMALL/SPARSE ADJUSTMENT			203,231	47	1626	1572	1550	21	12	13	107,017
188	UNDER 22.3%			17,199	46	1611	1566	1539	27	15	16	9,289
187	22.3% TO UNDER 31.4%			8,260	49	1630	1576	1558	27	8	14	4,199
185	31.4% TO UNDER 36.8%			3,863	48	1632	1582	1554	34	16	7	1,995
189	36.8% AND OVER			3,330	49	1632	1584	1553	19	1	2	1,683
CEI LEVEL (MEDIAN=1.07)												
160	UNDER 1.05			6,560	51	1632	1593	1564	30	21	21	3,200
267	1.05 TO UNDER 1.07			16,124	51	1634	1589	1563	33	18	21	7,921
247	1.07 TO UNDER 1.09			19,938	47	1624	1578	1545	25	4	4	10,479
151	1.09 TO 1.11			28,983	49	1634	1585	1553	22	15	10	14,803
222	1.11 AND OVER			164,278	47	1623	1566	1547	20	11	13	87,780
OPERATING COST/PUPIL (ST AVG=$3,971)												
210	UNDER $3,714			77,706	50	1635	1585	1559	27	13	15	38,896
210	$3,714 TO $4,075			78,193	48	1630	1576	1553	20	13	13	40,430
210	$4,076 TO $4,517			56,344	45	1616	1557	1542	20	10	11	31,120
210	$4,518 TO $5,327			19,025	40	1596	1544	1518	16	9	8	11,405
207	OVER $5,327			4,615	49	1632	1582	1554	28	7	13	2,332

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

TEXAS EDUCATION AGENCY
TEXAS ASSESSMENT OF ACADEMIC SKILLS
OCTOBER 1991 TAAS PERFORMANCE
NON SPECIAL EDUCATION AND "NO INFO. PROVIDED" STUDENTS
GRADE 5

NOVEMBER 2, 1992

NUMBER OF DISTRICTS	CATEGORIES	NUMBER OF STUDENTS TESTED OCT 1991	PERCENT MET MIN EXP. ALL TSTS TAKEN OCT 1991	-AVERAGE SCALE SCORE- OCTOBER 1991 WRITING	READING	MATH	-AVERAGE SCALE SCORE- GAIN/LOSS OCT 1991 - OCT 1990 WRITING	READING	MATH	NUMBER OF STUDENTS NEEDING ANY REMEDIATION
ESC REGION										
37	I EDINBURG	15,961	37	1582	1514	1510	16	22	25	10,055
42	II CORPUS CHRISTI	7,630	48	1625	1566	1548	21	11	18	4,002
41	III VICTORIA	3,964	45	1618	1561	1545	15	3	11	2,170
55	IV HOUSTON	49,724	49	1635	1580	1559	14	6	5	25,326
29	V BEAUMONT	6,080	47	1629	1573	1546	39	20	21	3,212
57	VI HUNTSVILLE	7,493	46	1617	1572	1544	18	11	14	4,028
98	VII KILGORE	10,698	48	1631	1581	1547	30	11	11	5,544
48	VIII MT PLEASANT	3,680	52	1652	1595	1576	59	31	44	1,758
40	IX WICHITA FALLS	2,820	51	1645	1592	1565	36	6	20	1,373
79	X RICHARDSON	31,651	51	1641	1581	1575	32	16	21	15,419
77	XI FORT WORTH	22,153	52	1644	1593	1561	25	12	8	10,735
78	XII WACO	7,985	47	1625	1581	1547	19	17	8	4,217
56	XIII AUSTIN	13,447	53	1649	1602	1577	19	9	8	6,282
43	XIV ABILENE	3,187	56	1683	1608	1577	43	17	15	1,388
44	XV SAN ANGELO	3,385	49	1627	1580	1548	12	4	4	1,740
67	XVI AMARILLO	5,585	51	1625	1590	1554	33	13	13	2,764
61	XVII LUBBOCK	5,829	46	1616	1569	1542	22	14	21	3,160
33	XVIII MIDLAND	5,773	43	1603	1549	1525	13	6	12	3,310
12	XIX EL PASO	9,447	36	1569	1526	1495	22	17	16	6,089
50	XX SAN ANTONIO	19,391	40	1591	1545	1515	12	9	10	11,611
TAAS: PCT PASSING ALL TESTS TAKEN										
220	UNDER 37%	71,994	33	1569	1510	1489	9	12	11	47,885
201	37% TO UNDER 44%	39,475	43	1610	1554	1533	22	9	14	22,459
231	44% TO UNDER 50%	48,988	49	1632	1585	1556	25	13	15	24,777
203	50% TO UNDER 57%	38,371	56	1658	1609	1587	26	11	11	16,933
192	OVER 57%	37,055	67	1708	1655	1637	35	10	10	12,129
AVERAGE SAT SCORE										
220	UNDER 810	45,814	36	1576	1517	1502	16	16	18	29,491
209	810 TO UNDER 860	63,560	42	1606	1550	1527	15	12	13	36,689
214	860 TO UNDER 910	62,747	51	1641	1591	1565	28	15	16	30,485
227	910 AND OVER	60,289	58	1667	1618	1595	26	6	6	25,604
177	NO STUDENTS TESTED	3,453	45	1617	1563	1535	32	9	10	1,914
AVERAGE ACT SCORE										
257	UNDER 18.25	44,222	36	1580	1515	1505	17	17	17	28,228
208	18.25 TO UNDER 19.5	42,457	42	1606	1549	1527	15	10	14	24,599
211	19.5 TO UNDER 20.5	60,799	47	1624	1574	1545	23	13	12	32,234
271	20.5 AND OVER	86,682	56	1659	1611	1587	25	9	10	38,186
100	NO STUDENTS TESTED	1,723	46	1615	1567	1531	28	8	6	936

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

TEXAS EDUCATION AGENCY
TEXAS ASSESSMENT OF ACADEMIC SKILLS
OCTOBER 1991 TAAS PERFORMANCE
NON SPECIAL EDUCATION AND "NO INFO. PROVIDED" STUDENTS
GRADE 5

NOVEMBER 2, 1992

NUMBER OF DISTRICTS	CATEGORIES	NUMBER OF STUDENTS TESTED OCT 1991	PERCENT MET MIN EXP. ALL TSTS TAKEN OCT 1991	-AVERAGE SCALE SCORE- OCTOBER 1991 WRITING	READING	MATH	-AVERAGE SCALE SCORE- GAIN/LOSS OCT 1991 - OCT 1990 WRITING	READING	MATH	NUMBER OF STUDENTS NEEDING ANY REMEDIATION
DENSITY (ST AVG=12.77 PUPILS/SQ MI)										
544	LESS THAN 5	21,191	46	1614	1566	1540	22	10	8	11,489
280	5 TO UNDER 20	35,764	46	1618	1565	1542	29	17	20	19,197
119	20 TO UNDER 100	39,565	47	1625	1575	1548	23	15	16	20,836
99	100 AND OVER	139,115	48	1629	1573	1553	19	9	10	72,561
5	SPECIAL DISTRICTS	248	60	1642	1616	1582	6	14	18	100
PUPIL CHG:90/91-91/92 (ST AVG=2.43%)										
315	DECLINING PUPILS	35,014	42	1604	1550	1528	21	12	16	20,182
336	0% TO UNDER 3%	111,470	44	1612	1556	1535	20	12	14	62,529
222	3% TO UNDER 6%	64,301	[illegible]	1656	1605	1582	26	10	11	29,019
104	6% TO UNDER 10%	22,650	51	1638	1586	1563	19	10	6	11,189
70	10% AND OVER	2,448	48	1618	1576	1550	8	1	-7	1,264
PCT AFRICAN AM PUPILS (ST AVG=14.3%)										
626	UNDER 5%	82,183	46	1618	1566	1543	24	15	15	44,033
137	5% TO UNDER 10%	49,737	55	1659	1607	1584	25	8	9	22,181
137	10% TO UNDER 20%	42,810	49	1632	1582	1562	22	10	14	21,737
74	20% TO UNDER 30%	15,557	50	1640	1586	1559	28	14	12	7,829
62	30% TO UNDER 50%	41,582	38	1593	1530	1511	12	11	12	25,736
11	50% AND OVER	4,014	34	1575	1522	1485	16	16	21	2,667
PCT HISPANIC PUPILS (ST AVG=34.4%)										
273	UNDER 5%	23,297	53	1650	1599	1572	45	19	20	10,958
175	5% TO UNDER 10%	35,857	57	1666	1617	1589	30	11	10	15,418
181	10% TO UNDER 20%	42,711	54	1651	1604	1579	20	9	9	19,648
103	20% TO UNDER 30%	28,841	49	1635	1577	1555	20	10	13	14,701
137	30% TO UNDER 50%	58,379	42	1605	1549	1530	13	9	11	33,660
178	50% AND OVER	46,798	36	1578	1520	1503	16	16	17	29,798
PCT MINORITY PUPILS (ST AVG=51.0%)										
92	UNDER 5%	4,768	58	1665	1620	1594	52	21	18	2,018
127	5% TO UNDER 10%	10,545	58	1664	1621	1596	39	19	23	4,381
199	10% TO UNDER 20%	28,395	59	1669	1623	1595	33	11	7	11,771
146	20% TO UNDER 30%	28,038	56	1666	1611	1586	24	6	7	12,319
231	30% TO UNDER 50%	51,673	51	1638	1588	1563	24	11	15	25,437
252	50% AND OVER	112,484	39	1593	1535	1516	14	12	13	68,257

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

TEXAS EDUCATION AGENCY
TEXAS ASSESSMENT OF ACADEMIC SKILLS
OCTOBER 1991 TAAS PERFORMANCE
NON SPECIAL EDUCATION AND "NO INFO. PROVIDED" STUDENTS
GRADE 5

NOVEMBER 2, 1992

NUMBER OF DISTRICTS	CATEGORIES	NUMBER OF STUDENTS TESTED OCT 1991	PERCENT MET MIN EXP. ALL TSTS TAKEN OCT 1991	-AVERAGE SCALE SCORE- OCTOBER 1991 WRITING	READING	MATH	-AVERAGE SCALE SCORE- GAIN/LOSS OCT 1991 - OCT 1990 WRITING	READING	MATH	NUMBER OF STUDENTS NEEDING ANY REMEDIATION
PERCENT LOW INCOME (ST AVG=41.80%)										
116	UNDER 20%	39,860	63	1694	1642	1619	31	8	7	14,655
179	20% TO UNDER 30%	35,968	56	1656	1610	1588	31	14	16	15,704
234	30% TO UNDER 40%	39,279	48	1627	1579	1552	22	9	10	20,297
353	40% TO UNDER 60%	79,786	42	1605	1552	1524	17	12	13	46,418
121	60% TO UNDER 80%	25,517	36	1580	1510	1505	15	17	19	16,404
44	80% AND OVER	15,473	31	1553	1491	1483	7	14	15	10,705
AVG. TEACHER EXPER (ST AVG=11.3 YRS)										
254	UNDER 9.7 YEARS	34,827	46	1618	1562	1548	19	11	9	18,691
278	9.7 TO UNDER 11.2 YEARS	62,993	51	1638	1586	1564	24	16	18	31,046
247	11.2 TO UNDER 12.4 YEARS	88,997	46	1623	1571	1542	21	10	10	47,860
268	12.4 YEARS AND OVER	49,066	46	1619	1564	1546	22	11	14	26,586
AVG. TEACHER SALARY (ST AVG=$27,556)										
262	UNDER $24,516	9,693	46	1613	1564	1537	28	15	13	5,258
263	$24,516 TO UNDER $25,617	23,259	46	1615	1570	1539	27	18	14	12,586
263	$25,617 TO UNDER $26,913	48,559	46	1623	1569	1542	24	14	17	26,136
259	$26,913 AND OVER	154,372	48	1629	1574	1554	20	10	11	80,203
PCT MINORITY TCHRS (ST AVG=22.6%)										
596	UNDER 5%	64,286	57	1665	1617	1590	30	11	10	27,587
181	5% TO UNDER 10%	38,792	54	1653	1599	1578	30	12	15	17,829
131	10% TO UNDER 20%	39,889	47	1619	1571	1546	17	8	10	21,307
36	20% TO UNDER 30%	21,181	47	1622	1572	1547	19	13	16	11,297
44	30% TO UNDER 50%	31,695	37	1588	1522	1508	18	15	18	19,896
59	50% AND OVER	40,040	34	1573	1514	1494	9	13	12	26,267
% TCHRS W ADV DEGREE (ST AVG=30.3%)										
262	UNDER 18.0%	21,758	39	1588	1530	1515	17	16	16	13,229
263	18.0% TO UNDER 24.9%	50,154	44	1610	1560	1535	21	15	16	27,971
262	24.9% TO UNDER 32.9%	66,615	50	1640	1583	1560	23	9	10	33,118
260	32.9% AND OVER	97,356	49	1632	1580	1558	22	12	14	49,865
1,047	STATE TOTAL	235,883	47	1625	1572	1550	21	12	13	124,183

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

Grade 3 Results

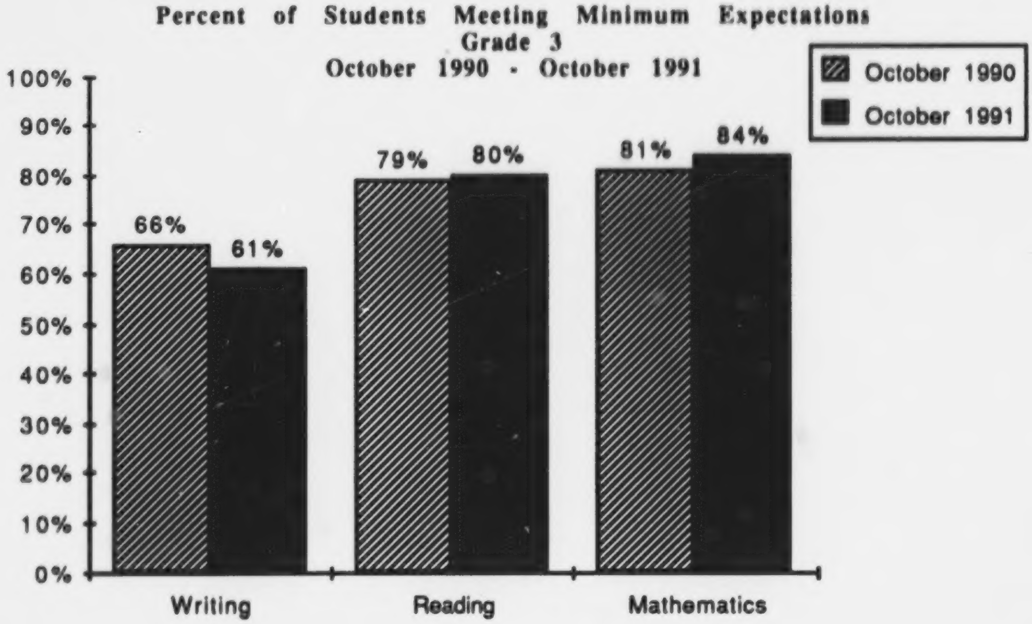
The TAAS assessment at Grade 3 measures student achievement based on skills acquired through Grade 2.

OCTOBER 1991 ADMINISTRATION

The highest levels of reading and mathematics performance in October 1991 were achieved by students at Grade 3.

In October 1991, fifty-six percent of these students met the minimum expectations on all tests taken, which reflects a two percentage point drop from October 1990 results scored at the 70% standard. Despite this slight decrease in overall achievement, the Grade 3 results represent the highest achievement rates of students passing all tests taken of any grade level tested. Grade 3 also has the highest percentage (10%) of students achieving mastery of all objectives on all tests taken. One percent of the students tested received Academic Recognition, the highest level of performance on the TAAS assessment.

The following chart illustrates student performance for the October 1990 and 1991 administrations on the three subject area tests at the 70% standard.



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The table below provides the number of Grade 3 students tested statewide, the percent meeting minimum expectations, the average scale score, and the average scale score gain/loss between October 1990 and October 1991 in each subject area.

Grade 3 Student Performance by Subject Area
October 1991

	Number Tested	% Meeting Minimum Expectations	Average Scale Score	Scale Score Gain (Loss) 1990-1991
Writing	240,615	61%	1562	(11)
Reading	241,416	80%	1664	14
Mathematics	244,108	84%	1676	13

SUBJECT AREA PERFORMANCE: WRITING

> **While performance went up in reading and mathematics for Grade 3, writing showed a decline of five percentage points.**

In October 1990, sixty-six percent of students met minimum expectations in writing at the 70% standard while sixty-one percent of the students passed in October 1991. Despite the drop in the percent of students meeting minimum expectations, eighteen percent of the Grade 3 students achieved mastery of all objectives in writing.

Writing: Written Composition Performance Assessment

> **Performance results indicate that eighty percent of students at Grade 3 responded successfully on the written composition portion of the writing assessment.**

The Grade 3 written composition section assesses the student's ability to respond appropriately in writing on a given topic. Grade 3 students were required to write a descriptive composition which may contain a picture stimulus along with the written prompt describing the task to be completed by the student. Students are scored on their ability to respond appropriately to a specified purpose, employ a consistent organizational strategy, exhibit control of written language, and effectively develop the composition's central idea(s). The score point distributions are provided below and reveal a ten percentage point loss in the number of students who achieved a rating of 3 or 4 between the October 1990 and 1991 administrations.

Percent of Grade 3 Students Achieving Each Written Composition Rating

	1	2	3	4
October 1990	16%	50%	28%	5%
October 1991	20%	57%	20%	3%

The majority of students at Grade 3 who attempted the writing task on TAAS were unsuccessful due to lack of sufficient elaboration.

Compositions receiving a rating of 0 or 1 received analytic scoring to indicate why the paper was unsuccessful in meeting minimum expectations. Only 485 Grade 3 compositions received a rating of 0 in October 1991. Of the Grade 3 papers receiving a rating of 1, ninety-five percent lacked support and elaboration, and more than twenty-one percent of the papers were annotated for poor organization or structure.

Writing: Multiple-Choice Assessment

Student written communication skills increased between 1990 and 1991 with improvement noted in each of the writing multiple-choice objectives.

Grade 3 student performance improved nine percentage points on Objective 5 which required students to recognize appropriate sentence construction in the context of a written passage. However, students are still encountering difficulty on Objective 7 which focuses on editing skills related to spelling, capitalization, and punctuation.

Mastery of Writing Objectives

Objective	October 1990	October 1991
5. Sentence Construction	71%	80%
6. English Usage	79%	80%
7. Use of Spelling, Capitalization, and Punctuation	55%	59%

SUBJECT AREA PERFORMANCE: READING

Students at Grade 3 demonstrated increased success in their ability to read for a particular purpose.

The results from October 1991 show that students tested at Grade 3 have continued to improve their reading skills between test administrations. On the reading test, minimum expectations were met by seventy-nine percent of the third graders tested in 1990 and by eighty percent of the students tested in 1991. In 1990, forty-seven percent of the Grade 3 students tested mastered all objectives on the reading test, while fifty-three percent of those tested in 1991 mastered all objectives. This increase of six percentage points means that approximately 14,000 more third graders mastered all reading objectives in October 1991 than in October 1990.

Substantial improvement can also be seen in mastery rates on Objectives 3, 4, and 6 between 1990 and 1991, as shown in the table below. Student results on

Objective 4 which required students to perceive relationships and recognize outcomes in a variety of written texts gained eleven percentage points since October 1990. Grade 3 students had the most difficulty in determining the meaning of words from written texts by using context clues (69% mastery).

Mastery of Reading Objectives

Objective	October 1990	October 1991
1. Word Meaning	76%	69%
2. Supporting Ideas	79%	79%
3. Summarization	65%	71%
4. Relationships and Outcomes	74%	85%
5. Inferences and Generalizations	87%	85%
6. Point of View, Propaganda, and Fact and Nonfact	77%	84%

SUBJECT AREA PERFORMANCE: MATHEMATICS

Students tested at Grade 3 in 1991 demonstrated high levels of achievement in the Concepts and Operations domains.

In October 1990, eighty-one percent of the third graders tested met minimum expectations for passing the mathematics subject area test of the TAAS. In 1991 this figure rose to eighty-four percent. A mastery rate of thirty-four percent was achieved in mathematics by students tested in 1991 compared to a mastery rate of thirty-three percent in 1990.

Strong gains were seen in all three mathematics domains in October 1991. Student mastery rates of ninety percentage points or more were achieved on three of five objectives in the Concepts domain which implies students at Grade 3 have a solid understanding of the foundation skills needed in problem solving.

In the Operations domain, Grade 3 results improved by two percentage points on Objective 7, use of subtraction to solve problems, and Objective 8/9, use of multiplication/division to solve problems.

The lowest performing mathematics objective (Objective 12) in the Problem Solving domain required students to express or solve problems using mathematical representation. This objective assessed the Grade 3 student's ability to formulate and use solution sentences and to analyze and interpret mathematical representations in the form of charts and simple graphs.

Objective-level results in the Problem Solving domain improved four and six percentage points in the objectives measuring problem solving skills using estimation and problem solving skills using solution strategies. An example of the type of item a Grade 3 student might encounter on the assessment to test skills with solution strategies is provided below.

If you add Alex's age and Larry's age, you get 10. Alex's age is greater than 1, and Larry's age is greater than 7. How old are the boys? Mark your answer.

○ 1 and 9

○ 2 and 8 *

○ 3 and 7

○ 4 and 6

Mastery of Mathematics Objectives

Objective	October 1990	October 1991
Concepts Domain		
1. Number Concepts	87%	89%
2. Algebraic/Mathematical Relations and Functions	85%	92%
3. Geometric Properties and Relationships	91%	90%
4. Measurement Concepts	82%	84%
5. Probability and Statistics	94%	96%
Operations Domain		
6. Use of Addition to Solve Problems	79%	77%
7. Use of Subtraction to Solve Problems	81%	83%
8/9. Use of Multiplication/Division to Solve Problems	85%	87%
Problem Solving Domain		
10/13. Problem Solving using Estimation/Reasonableness	65%	69%
11. Problem Solving using Solution Strategies	75%	81%
12. Problem Solving using Mathematical Representation	65%	64%

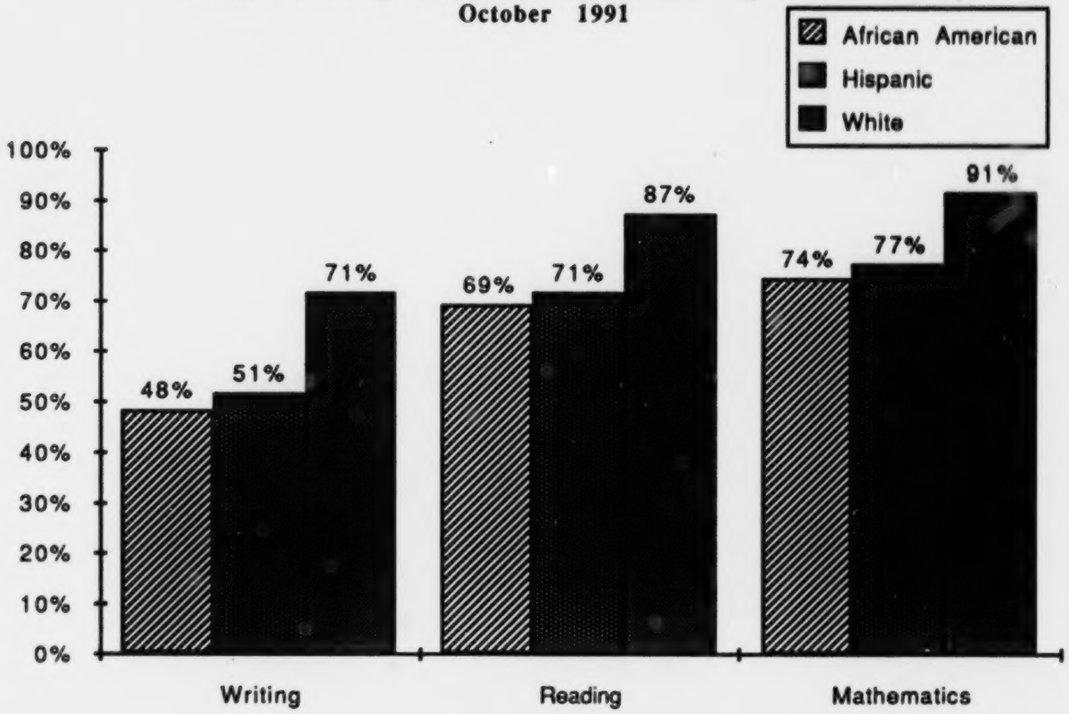
DEMOGRAPHIC PERFORMANCE SUMMARY

Ethnic Groups

Comparisons of assessment results across grades indicate that lesser amounts of disparity in performance among ethnic groups occur at Grade 3.

In October 1991, mathematics results aggregated by major ethnic groups show that African American and Hispanic students made scale score gains of twenty points or more since October 1990, compared with a scale score gain for white students of four points. In the writing and reading subject areas, comparisons of results between October 1990 and 1991 reveal relatively similar performance among the ethnic groups.

Texas Assessment of Academic Skills
Percent Meeting Minimum Expectations by Ethnic Group
October 1991



As seen in the other grade levels, ethnic groups experienced less disparity in performance on the written composition portion of the writing assessment than on the overall writing test. The percent of African American students writing a minimally successful composition was sixteen percentage points lower than white students, while the difference in passing rates on the overall writing test was twenty-three percentage points. Hispanic students achieved passing rates twelve percentage points lower than white students on the written composition, compared with a twenty percentage point difference on the overall writing test.

Percent of Students Meeting Minimum Expectations
October 1991

Ethnicity	Number Tested	% Meeting Minimum Expectations	Average Scale Score	Scale Score Gain (Loss) 1990-1991
African American				
Writing	35,164	48%	1502	(15)
Reading	35,241	69%	1593	12
Mathematics	35,627	74%	1608	24

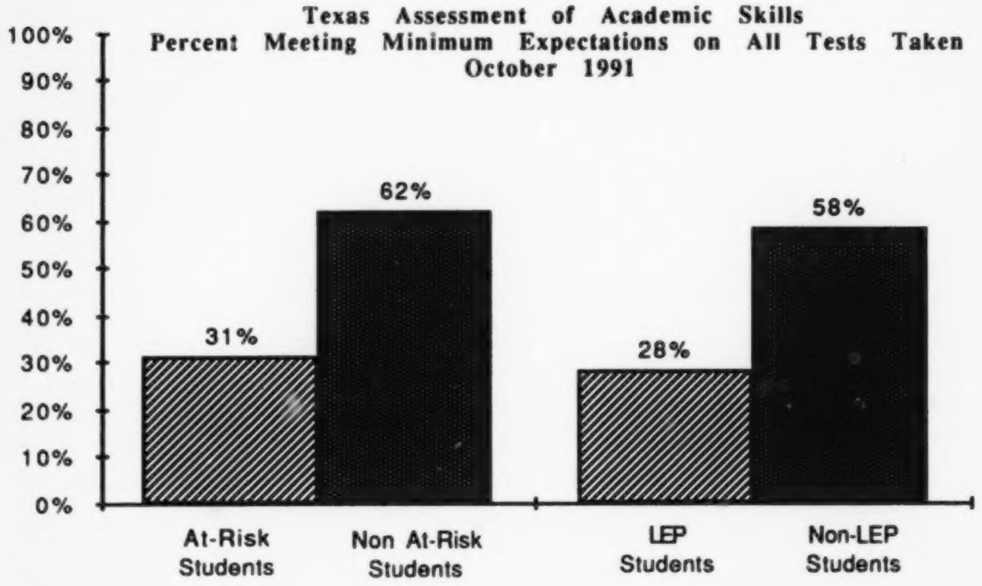
Ethnicity	Number Tested	% Meeting Minimum Expectations	Average Scale Score	Scale Score Gain (Loss) 1990-1991
Hispanic				
Writing	72,840	51%	1511	(9)
Reading	73,080	71%	1594	10
Mathematics	73,931	77%	1620	20
White				
Writing	126,039	71%	1607	(10)
Reading	126,501	87%	1723	16
Mathematics	127,875	91%	1723	4

Economic Groups

Gaps in performance at Grade 3 between students identified as economically disadvantaged and students not identified as economically disadvantaged are of major concern in achieving educational equity for all students.

Grade 3 students identified as economically disadvantaged performed twenty-four percentage points below those students not identified as economically disadvantaged in meeting minimum expectations on all tests taken.

Results also indicate that limited English proficient students (LEP) lag behind non-LEP students by thirty percentage points. Similar disparities exist between at-risk students and those not identified as being at-risk of dropping out of school, as illustrated in the following chart.



Texas Assessment of Academic Skills
Percent Meeting Minimum Expectations on All Tests Taken
October 1991

> Students participating in a free or reduced price meal program (economically disadvantaged) and students in a Chapter 1 Regular program achieved strong scale score gains in mathematics between October 1990 and October 1991.

The following tables display assessment results aggregated by participation in a free or reduced price meal program (economically disadvantaged) and/or the Chapter 1 Regular program.

Economically Disadvantaged	Number Tested	% Meeting Minimum Expectations	Average Scale Score	Scale Score Gain (Loss) 1990-1991
Participants				
Writing	96,227	49%	1504	(7)
Reading	96,532	69%	1588	13
Mathematics	97,963	76%	1617	22
Nonparticipants				
Writing	139,247	70%	1604	(11)
Reading	139,712	87%	1718	16
Mathematics	140,904	90%	1717	7
Chapter 1 Regular Program				
Participants				
Writing	37,376	33%	1445	(9)
Reading	37,489	53%	1507	9
Mathematics	38,133	67%	1565	22
Nonparticipants				
Writing	198,352	67%	1585	(10)
Reading	199,002	85%	1695	16
Mathematics	200,973	88%	1697	11

REMEDIATION

> **More than half of students tested at Grade 3 in October 1991 were successful on one or more sections of the TAAS and will not require remediation.**

Section 21.557 of the Texas Education Code requires districts to provide remedial instruction for students failing any section of the TAAS test. In October 1991, forty-four percent of the students tested required remediation in one or more subject area tests with the majority failing one test only.

Grade 3 Students Requiring Remediation

	October 1990		October 1991	
Failed One Test Only	50,675	21%	56,513	23%
Failed Two Tests Only	32,267	13%	33,438	13%
Failed All Three Tests	21,064	8%	18,817	8%
Total	104,006	42%	108,768	44%

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT

GRADE: **03**

ALL STUDENTS

REPORT DATE: **DECEMBER 1991**

DATE OF TESTING: **OCTOBER 1991**

STATEWIDE

TEST PERFORMANCE

	MASTERING NUMBER	MASTERING PERCENT
WRITING		
WRITTEN COMMUNICATION		
1-4 WRITTEN COMPOSITION - DESCRIPTIVE	56048	23

RATING:	0	1	2	3	4
NUMBER:	485	47932	136150	48995	7053
PERCENT:	0	20	57	20	3

	MASTERING NUMBER	MASTERING PERCENT
5 SENTENCE CONSTRUCTION	192016	80
6 ENGLISH USAGE	192214	80
7 USE OF SPELLING, CAPITALIZATION, AND PUNCTUATION	142934	59

NUMBER TESTED IN WRITING: 240615
AVERAGE SCALE SCORE: 1562

TOTAL WRITING: MET MINIMUM EXPECTATIONS	147930	61
MASTERED ALL OBJECTIVES	43019	18

	MASTERING NUMBER	MASTERING PERCENT
READING		
READING COMPREHENSION		
1 WORD MEANING	165528	69
2 SUPPORTING IDEAS	190293	79
3 SUMMARIZATION	172494	71
4 RELATIONSHIPS AND OUTCOMES	204187	85
5 INFERENCES AND GENERALIZATIONS	204199	85
6 POINT OF VIEW, PROPAGANDA, AND FACT AND NONFACT	203271	84

NUMBER TESTED IN READING: 241416
AVERAGE SCALE SCORE: 1664

TOTAL READING: MET MINIMUM EXPECTATIONS	192285	80
MASTERED ALL OBJECTIVES	127063	53

	MASTERING NUMBER	MASTERING PERCENT
MATHEMATICS		
CONCEPTS		
1 NUMBER CONCEPTS	216872	89
2 ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	225051	92
3 GEOMETRIC PROPERTIES AND RELATIONSHIPS	218555	90
4 MEASUREMENT CONCEPTS	204666	84
5 PROBABILITY AND STATISTICS	233285	96
OPERATIONS		
6 USE OF ADDITION TO SOLVE PROBLEMS	187038	77
7 USE OF SUBTRACTION TO SOLVE PROBLEMS	202716	83
8/9 USE OF MULTIPLICATION/DIVISION TO SOLVE PROBLEMS	213098	87
PROBLEM SOLVING		
10/13 PROBLEM SOLVING: ESTIMATION/REASONABLENESS	169126	69
11 PROBLEM SOLVING USING SOLUTION STRATEGIES	197231	81
12 PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	155675	64

NUMBER TESTED IN MATHEMATICS: 244108
AVERAGE SCALE SCORE: 1676

TOTAL MATHEMATICS: MET MINIMUM EXPECTATIONS	206084	84
MASTERED ALL OBJECTIVES	82887	34

GROUP CHARACTERISTICS

	NUMBER	PERCENT
Total Answer Documents Submitted	262834	100
Students Absent From All Tests	870	0
Students Exempt From All Tests: ARD	13488	5
Students Exempt From All Tests: LEP	1246	0
Other Students Not Tested	346	0
Number Of Students Tested	246884	94

GROUP PERFORMANCE

- = no data reported for fewer than five students
* = status as of March 15, 1991

			ALL TESTS TAKEN	
		NUMBER TESTED	% MEETING MINIMUM EXPECTATIONS	% MASTERING ALL OBJECTIVES
All Students		246884	56	10
Male		124052	51	9
Female		121698	61	12
Native American		529	50	10
Asian		4726	71	18
African American		36140	41	5
Hispanic		74721	44	5
White		129293	67	15
*Economically Disadvantaged:	Yes	99298	42	5
	No	142251	66	15
*Chapter 1 Regular Program:	Yes	38687	25	2
	No	203109	62	12
*Migrant Status:	Former	2336	39	3
	Current	1728	32	4
	Nonmigrant	231491	57	11
*Chapter 1 Migrant:	Remedial Writing	552	33	3
	Remedial Reading	1687	30	2
	Remedial Mathematics	941	31	2
	Eligible Nonparticipants	1854	40	4
*Limited English Proficient:	Yes	16315	28	2
	No	224426	58	11
*Bilingual/ESL Program:	Bilingual	10323	27	2
	ESL	4834	28	2
	Neither	227157	58	11
*Special Education:	Learning Disability	6130	35	5
	Emotionally Disturbed	482	32	5
	Speech Handicapped	10860	45	8
	Visually Handicapped	114	39	3
	Other Handicap Condition	766	35	4
	Not In Special Education	224498	57	11
*Gifted-Talented Program:	Yes	17917	91	37
	No	223463	53	8
*At-Risk:	Yes	46726	31	3
	No	193639	62	13
*Continuous Enrollment:	One Year	31794	54	9
	Two Years	36019	60	12
	Three Years	110857	60	12
	Four Years	27091	45	6
	Five Years	2699	34	4
	More Than Five Years	850	55	10
Nonstandard Administration In Mathematics		2244	27	4

FIGURE 26

BEST COPY AVAILABLE

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT

GRADE: **03**

SPECIAL EDUCATION STUDENTS

REPORT DATE: **DECEMBER 1991**

DATE OF TESTING: **OCTOBER 1991**

STATEWIDE

TEST PERFORMANCE

	MASTERING NUMBER	MASTERING PERCENT
WRITING		
WRITTEN COMMUNICATION		
1-4 WRITTEN COMPOSITION - DESCRIPTIVE	2081	15
5 SENTENCE CONSTRUCTION	9205	67
6 ENGLISH USAGE	9033	66
7 USE OF SPELLING, CAPITALIZATION, AND PUNCTUATION	6259	46

RATING:	0	1	2	3	4
NUMBER:	115	4262	7294	1869	212
PERCENT:	1	31	53	14	2

NUMBER TESTED IN WRITING: 13752
AVERAGE SCALE SCORE: 1488

TOTAL WRITING: MET MINIMUM EXPECTATIONS	6108	44
MASTERED ALL OBJECTIVES	1421	10

	MASTERING NUMBER	MASTERING PERCENT
READING		
READING COMPREHENSION		
1. WORD MEANING	7538	54
2 SUPPORTING IDEAS	9128	65
3 SUMMARIZATION	8196	58
4 RELATIONSHIPS AND OUTCOMES	10455	74
5 INFERENCES AND GENERALIZATIONS	10332	74
6 POINT OF VIEW, PROPAGANDA, AND FACT AND NONFACT	10195	73

NUMBER TESTED IN READING: 14048
AVERAGE SCALE SCORE: 1579

TOTAL READING: MET MINIMUM EXPECTATIONS	9118	65
MASTERED ALL OBJECTIVES	5292	38

	MASTERING NUMBER	MASTERING PERCENT
MATHEMATICS		
CONCEPTS		
1 NUMBER CONCEPTS	13035	81
2 ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	14000	87
3 GEOMETRIC PROPERTIES AND RELATIONSHIPS	13572	84
4 MEASUREMENT CONCEPTS	12318	77
5 PROBABILITY AND STATISTICS	14682	91
OPERATIONS		
6 USE OF ADDITION TO SOLVE PROBLEMS	10814	67
7 USE OF SUBTRACTION TO SOLVE PROBLEMS	12346	77
8/9 USE OF MULTIPLICATION/DIVISION TO SOLVE PROBLEMS	12825	80
PROBLEM SOLVING		
10/13 PROBLEM SOLVING: ESTIMATION/REASONABLENESS	9532	59
11. PROBLEM SOLVING USING SOLUTION STRATEGIES	11641	72
12. PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	8658	54

NUMBER TESTED IN MATHEMATICS: 16073
AVERAGE SCALE SCORE: 1611

TOTAL MATHEMATICS: MET MINIMUM EXPECTATIONS	11701	73
MASTERED ALL OBJECTIVES	3804	24

GROUP CHARACTERISTICS

	NUMBER	PERCENT
Total Answer Documents Submitted	28066	100
Students Absent From All Tests	65	0
Students Exempt From All Tests: ARD	11343	40
Students Exempt From All Tests: LEP	64	0
Other Students Not Tested	133	0
Number Of Students Tested	16461	59

GROUP PERFORMANCE

- = no data reported for fewer than five students
* = status as of March 15, 1991

		ALL TESTS TAKEN	
	NUMBER TESTED	% MEETING MINIMUM EXPECTATIONS	% MASTERING ALL OBJECTIVES
All Students	16461	42	7
Male	10881	41	6
Female	5539	44	7
Native American	36	31	0
Asian	160	57	12
African American	2184	24	2
Hispanic	4169	31	3
White	9884	50	9
*Economically Disadvantaged: Yes	6866	29	3
No	9526	51	9
*Chapter 1 Regular Program: Yes	3341	21	2
No	13052	47	8
*Migrant Status: Former	132	29	2
Current	74	24	5
Nonmigrant	15813	42	7
*Chapter 1 Migrant: Remedial Writing	32	31	0
Remedial Reading	96	23	2
Remedial Mathematics	59	25	3
Eligible Nonparticipants	90	30	1
*Limited English Proficient: Yes	941	17	1
No	15349	43	7
*Bilingual/ESL Program: Bilingual	522	18	1
ESL	287	19	2
Neither	15572	43	7
*Special Education: Learning Disability	6130	35	5
Emotionally Disturbed	482	32	5
Speech Handicapped	10860	45	8
Visually Handicapped	114	39	3
Other Handicap Condition	766	35	4
Not In Special Education	0	-	-
*Gifted-Talented Program: Yes	576	88	38
No	15750	40	6
*At-Risk: Yes	4990	28	3
No	11310	48	8
*Continuous Enrollment: One Year	1729	42	6
Two Years	2311	46	8
Three Years	6899	46	8
Four Years	2823	32	5
Five Years	372	27	3
More Than Five Years	149	36	6

FIGURE 27

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT

GRADE: **03**

$NON SPECIAL EDUCATION STUDENTS

REPORT DATE: **DECEMBER 1991**
DATE OF TESTING: **OCTOBER 1991**

STATEWIDE

TEST PERFORMANCE

	MASTERING	
	NUMBER	PERCENT
WRITING		
WRITTEN COMMUNICATION		
1-4. WRITTEN COMPOSITION - DESCRIPTIVE	53906	24

RATING:	0	1	2	3	4
NUMBER:	368	43331	128274	47070	6836
PERCENT:	0	19	57	21	3

5. SENTENCE CONSTRUCTION	182146	81
6. ENGLISH USAGE	182497	81
7. USE OF SPELLING, CAPITALIZATION, AND PUNCTUATION	136200	60

NUMBER TESTED IN WRITING: 225879
AVERAGE SCALE SCORE: 1567

TOTAL WRITING: MET MINIMUM EXPECTATIONS	141420	63
MASTERED ALL OBJECTIVES	41551	18

READING		
READING COMPREHENSION		
1. WORD MEANING	157507	70
2. SUPPORTING IDEAS	180503	80
3. SUMMARIZATION	163721	72
4. RELATIONSHIPS AND OUTCOMES	192997	85
5. INFERENCES AND GENERALIZATIONS	193098	85
6. POINT OF VIEW, PROPAGANDA, AND FACT AND NONFACT	192362	85

NUMBER TESTED IN READING: 226380
AVERAGE SCALE SCORE: 1670

TOTAL READING: MET MINIMUM EXPECTATIONS	182513	81
MASTERED ALL OBJECTIVES	121464	54

MATHEMATICS		
CONCEPTS		
1. NUMBER CONCEPTS	203096	89
2. ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	210216	93
3. GEOMETRIC PROPERTIES AND RELATIONSHIPS	204157	90
4. MEASUREMENT CONCEPTS	191560	84
5. PROBABILITY AND STATISTICS	217697	96
OPERATIONS		
6. USE OF ADDITION TO SOLVE PROBLEMS	175576	77
7. USE OF SUBTRACTION TO SOLVE PROBLEMS	189568	84
8/9. USE OF MULTIPLICATION/DIVISION TO SOLVE PROBLEMS	199583	88
PROBLEM SOLVING		
10/13. PROBLEM SOLVING: ESTIMATION/REASONABLENESS	159012	70
11. PROBLEM SOLVING USING SOLUTION STRATEGIES	184883	81
12. PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	146538	65

NUMBER TESTED IN MATHEMATICS: 227042
AVERAGE SCALE SCORE: 1681

TOTAL MATHEMATICS: MET MINIMUM EXPECTATIONS	193696	85
MASTERED ALL OBJECTIVES	78917	35

GROUP CHARACTERISTICS

	NUMBER	PERCENT
Total Answer Documents Submitted	233770	100
Students Absent From All Tests	804	0
Students Exempt From All Tests: ARD	2144	1
Students Exempt From All Tests: LEP	1182	1
Other Students Not Tested	212	0
Number Of Students Tested	229428	98

GROUP PERFORMANCE

- = no data reported for fewer than five students
= status as of March 15, 1991

		ALL TESTS TAKEN	
	NUMBER TESTED	% MEETING MINIMUM EXPECTATIONS	% MASTERING ALL OBJECTIVES
All Students	229428	57	11
Male	112662	52	9
Female	115673	62	13
Native American	493	52	11
Asian	4565	72	19
African American	33932	42	5
Hispanic	69600	45	6
White	119391	60	16
#Economically Disadvantaged: Yes	91511	43	5
No	132651	67	16
#Chapter 1 Regular Program: Yes	34881	26	2
No	189527	63	13
#Migrant Status: Former	2191	40	4
Current	1654	32	3
Nonmigrant	214696	58	11
#Chapter 1 Migrant: Remedial Writing	512	34	4
Remedial Reading	1583	30	2
Remedial Mathematics	874	31	2
Eligible Nonparticipants	1760	41	4
#Limited English Proficient: Yes	15151	28	2
No	208305	59	11
#Bilingual/ESL Program: Bilingual	9569	26	2
ESL	4547	28	2
Neither	210802	59	11
#Special Education: Learning Disability	0	-	-
Emotionally Disturbed	0	-	-
Speech Handicapped	0	-	-
Visually Handicapped	0	-	-
Other Handicap Condition	0	-	-
Not In Special Education	224498	57	11
#Gifted-Talented Program: Yes	17251	91	37
No	206808	55	9
#At-Risk: Yes	41192	31	3
No	181678	63	13
#Continuous Enrollment: One Year	29959	55	9
Two Years	33588	61	13
Three Years	103501	61	12
Four Years	24112	46	7
Five Years	2312	36	4
More Than Five Years	701	59	11
$Students With No Information Provided As To Special Education Status	4930	45	7

FIGURE 28

TAAS TEXAS ASSESSMENT OF ACADEMIC SKILLS
WRITTEN COMPOSITION ANALYTIC INFORMATION SUMMARY REPORT

GRADE: 03

DISTRICT: STATEWIDE

CAMPUS:

REPORT DATE: DECEMBER 1991

DATE OF TESTING: OCTOBER 1991

PAPERS RECEIVING WRITTEN COMPOSITION RATINGS OF 0 OR 1 WERE SCORED ANALYTICALLY. FOR EACH CATEGORY THE NUMBER OF PAPERS HAVING THAT DEFICIENCY IS INDICATED. A STUDENT'S PAPER MAY BE LISTED IN MORE THAN ONE CATEGORY. PAPERS RECEIVING WRITTEN COMPOSITION RATINGS OF 2, 3 OR 4 WERE NOT SCORED ANALYTICALLY.

ANALYTIC CATEGORY	NUMBERS OF PAPERS	
	RATING OF 0	RATING OF 1
Used wrong purpose/mode	53	5146
Lacked organization/structure	26	10214
Lacked support/elaboration.	49	45533
Lacked language control	24	3196
Wrote off topic	78	
No writing attempted	207	
Wrote in a foreign language	6	
Paper was illegible/incoherent	141	
Did not write enough to score	33	
Copied the prompt	20	
Explicitly refused to write	0	

WRITTEN COMPOSITION RATING SUMMARY

RATING:	0	1	2	3	4	TOTAL
NUMBER:	485	47932	136150	48995	7053	240615
PERCENT:	0	20	57	20	3	

FIGURE 29

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TAAS

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TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS

PAGE 1 OF 2

REPORT DATE DECEMBER 1991
DATE OF TESTING OCTOBER 1991
GRADE 03
STATEWIDE

* = STATUS AS OF MARCH 15, 1991

PERCENT OF STUDENTS DEMONSTRATING OBJECTIVE MASTERY
- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		WRITING								READING									
			WRITTEN COMMUNICATION								READING COMPREHENSION								
			1-4	5	6	7					1	2	3	4	5	6			
	PERCENT MEETING MINIMUM EXPECTATIONS ON ALL TESTS TAKEN	NUMBER OF STUDENTS TESTED	WRITTEN COMPOSITION (3 OR 4 REQUIRED)	SENTENCE CONSTRUCTION	ENGLISH USAGE	USE OF SPELLING, CAPITALIZATION AND PUNCTUATION	AVERAGE SCALE SCORE	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES (3 OR 4 ON COMPOSITION REQUIRED)	NUMBER OF STUDENTS TESTED	WORD MEANING	SUPPORTING IDEAS	SUMMARIZATION	RELATIONSHIPS AND OUTCOMES	INFERENCES AND GENERALIZATIONS	POINT OF VIEW, PROPAGANDA, AND FACT AND NONFACT	AVERAGE SCALE SCORE	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES
ALL STUDENTS TESTED	56	240615	23	80	80	59	1562	61	18	241416	69	79	71	85	85	84	1664	80	53
MALE	51	120076	19	76	78	54	1535	56	14	120577	66	75	68	82	82	83	1645	76	49
FEMALE	61	119457	27	84	82	65	1590	67	22	119745	71	83	75	87	87	86	1684	83	56
NO INFORMATION PROVIDED	48	1082	15	76	74	52	1517	54	11	1094	61	74	66	82	80	80	1621	74	45
NATIVE AMERICAN	50	512	21	78	80	56	1546	62	17	513	68	79	73	84	84	84	1658	80	54
ASIAN	71	[illegible]	31	82	82	61	1627	76	26	[illegible]	79	86	80	91	92	89	1722	90	66
AFRICAN AMERICAN	41	[illegible]	14	70	72	53	1502	48	10	35241	54	68	60	77	76	77	1593	69	35
HISPANIC	44	72890	18	75	76	53	1511	51	11	73080	56	71	63	79	78	76	1594	71	38
WHITE	67	126039	30	85	88	65	1607	71	24	126501	79	86	80	90	89	91	1723	87	65
NO INFORMATION PROVIDED	43	1411	15	73	73	48	1504	48	11	1427	60	72	65	79	78	79	1614	73	44
*ECONOMICALLY DISADVANTAGED: YES	42	96227	15	73	70	50	1506	49	10	96532	55	67	61	77	78	76	1588	69	37
NO	65	139247	29	86	87	65	1604	70	23	139712	78	86	77	90	89	90	1716	87	64
NO INFO. PROV.	47	5141	16	74	76	52	1522	53	13	5172	62	74	66	80	80	80	1627	73	47
*CHAPTER 1 REGULAR PROGRAM: YES	25	37376	8	61	62	35	1445	33	4	37482	37	55	47	67	66	64	1507	53	22
NO	62	198163	26	84	84	62	1585	67	21	199002	74	83	76	88	88	88	1695	85	59
NO INFO. PROV.	46	4887	17	75	75	52	1521	52	13	4925	62	73	66	80	80	79	1622	73	46
*MIGRANT STATUS: FORMER	32	2260	14	75	68	47	1491	47	8	2277	43	64	56	73	74	70	1548	62	28
CURRENT	32	1660	10	70	64	41	1474	39	6	1674	39	61	53	71	71	65	1528	58	24
NONMIGRANT	57	226788	24	80	80	60	1565	62	18	226900	69	79	73	85	85	85	1667	80	53
NO INFORMATION PROVIDED	52	10899	20	77	78	56	1543	57	15	10985	67	76	69	83	83	82	1650	77	51
*CHAPTER 1 MIGRANT: REMEDIAL WRITING	33	528	10	68	64	38	1462	39	6	535	37	56	50	69	66	66	1505	53	22
REMEDIAL READING	30	1628	8	68	64	37	1452	36	4	1636	35	55	50	69	64	62	1500	53	20
REMEDIAL MATHEMATICS	31	306	7	69	57	35	1456	38	5	315	37	57	50	68	67	66	1508	56	20
ELIGIBLE NONPARTICIPANTS	20	1792	14	76	72	50	1470	28	9	1805	46	68	59	76	77	72	1567	65	31
NO INFORMATION PROVIDED	49	6538	20	75	76	55	1535	56	15	6578	63	75	67	81	81	80	1631	75	48
*LIMITED ENGLISH PROFICIENT: YES	28	15853	8	67	63	39	1448	35	5	15885	36	56	43	68	68	60	1504	63	21
NO	58	218850	25	81	82	61	1571	64	19	[illegible]	71	81	73	86	86	86	1677	82	55
NO INFO. PROV.	48	5912	18	77	75	55	1529	54	14	5948	63	75	66	81	82	81	1633	75	48
*BILINGUAL/ESL PROGRAM: BILINGUAL	27	10065	8	62	61	32	1440	35	5	10073	36	56	50	68	62	60	1505	53	21
ESL	30	[illegible]	8	72	66	37	1453	37	6	[illegible]	36	56	47	67	66	60	1501	53	21
NEITHER	58	[illegible]	24	81	82	61	1571	62	19	[illegible]	71	80	73	86	86	86	1679	82	55
NO INFORMATION PROV.	46	4391	18	74	75	52	1523	52	13	4419	62	73	66	80	80	79	1626	73	47

FIGURE 30

02/23/92

TEXAS ASSESSMENT OF ACADEMIC SKILLS
DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS

REPORT DATE DECEMBER 1991
DATE OF TESTING OCTOBER 1991
GRADE 03
STATEWIDE

* = STATUS AS OF MARCH 15, 1991

		WRITING								READING									
	PERCENT MEETING MINIMUM EXPECTATIONS ON ALL TESTS TAKEN	NUMBER OF STUDENTS TESTED	WRITTEN COMMUNICATION 1-4 WRITTEN COMPOSITION (3 OR 4 REQUIRED)	5 SENTENCE CONSTRUCTION	6 ENGLISH USAGE	7 USE OF SPELLING, CAPITALIZATION AND PUNCTUATION	AVERAGE SCALE SCORE	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES (3 OR 4 ON COMPOSITION REQUIRED)	NUMBER OF STUDENTS TESTED	READING COMPREHENSION 1 WORD MEANING	2 SUPPORTING IDEAS	3 SUMMARIZATION	4 RELATIONSHIPS AND OUTCOMES	5 INFERENCES AND GENERALIZATIONS	6 POINT OF VIEW PROPAGANDA AND FACT AND NONFACT	AVERAGE SCALE SCORE	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES
			PERCENT OF STUDENTS DEMONSTRATING OBJECTIVE MASTERY - = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS								PERCENT OF STUDENTS DEMONSTRATING OBJECTIVE MASTERY - = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS								
*SPECIAL EDUCATION: LEARNING DISABILITY	35	3883	7	50	53	26	1403	26	3	4077	38	42	43	62	59	52	1481	48	22
EMOTIONALLY DISTURBED	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
SPEECH HANDICAPPED	[illegible]	100[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	50	1[illegible]	10[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
VISUALLY HANDICAPPED	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
OTHER HANDICAP CONDITION	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NOT IN SPECIAL EDUCATION	[illegible]	22[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1[illegible]	22[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFORMATION PROVIDED	45	4732	17	73	74	50	1515	61	12	4768	61	72	65	79	79	79	1618	92	48
*GIFTED-TALENTED PROGRAM: YES	91	17767	51	96	96	88	1743	92	47	17894	95	97	96	98	98	98	1850	99	82
NO	[illegible]	21[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	21[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFO. PROV.	44	6314	16	72	74	49	1513	60	12	5342	60	72	65	79	79	79	1618	72	48
*AT-RISK: YES	31	44630	10	65	61	32	1461	38	6	44869	41	52	51	70	70	67	1530	58	26
NO	[illegible]	1[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFORMATION PROVIDED	46	6600	17	73	75	51	1520	62	13	6627	62	74	66	80	80	80	1626	74	42
*CONTINUOUS ENROLLMENT: ONE YEAR	54	30837	21	72	80	57	1553	60	16	30970	60	78	71	84	83	84	1660	73	34
TWO YEARS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
THREE YEARS	[illegible]	1[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
FOUR YEARS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
FIVE YEARS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
MORE THAN FIVE YEARS	[illegible]	[illegible]	[illegible]	79	80	61	[illegible]	[illegible]	17	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFO. PROV.	52	36479	21	78	78	56	1543	57	16	36647	68	76	64	83	83	82	1649	77	43

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TAAS

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TEXAS ASSESSMENT OF ACADEMIC SKILLS
DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS

REPORT DATE DECEMBER 1991

DATE OF TESTING OCTOBER 1991

GRADE 03

STATEWIDE

* = STATUS AS OF MARCH 15, 1991

MATHEMATICS

PERCENT OF STUDENTS DEMONSTRATING MASTERY
– * NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

	NUMBER OF STUDENTS TESTED	CONCEPTS					OPERATIONS			PROBLEM SOLVING					
		1	2	3	4	5	6	7	8/9	10/11	11	12			
		NUMBER CONCEPTS	ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	GEOMETRIC PROPERTIES AND RELATIONSHIPS	MEASUREMENT CONCEPTS	PROBABILITY AND STATISTICS	USE OF ADDITION TO SOLVE PROBLEMS	USE OF SUBTRACTION TO SOLVE PROBLEMS	USE OF MULTIPLICATION/ DIVISON TO SOLVE PROBLEMS	PROBLEM SOLVING ESTIMATION/REASONABLENESS	PROBLEM SOLVING USING SOLUTION STRATEGIES	PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	AVERAGE SCALE SCORE	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES
ALL STUDENTS TESTED	244108	89	92	90	84	96	77	83	87	69	81	64	1676	84	34
MALE	122622	88	92	90	85	96	75	84	87	69	82	64	1677	84	34
FEMALE	120368	89	93	89	83	96	79	83	86	67	80	63	1676	85	34
NO INFORMATION PROVIDED	1118	84	88	87	80	93	73	79	83	66	75	61	1640	79	28
NATIVE AMERICAN	523	89	91	89	83	96	75	78	86	71	81	62	1663	82	32
ASIAN	4700	94	96	94	92	98	88	91	94	77	89	76	1705	93	55
AFRICAN AMERICAN	35627	84	84	82	76	92	65	74	80	59	70	54	1608	74	22
HISPANIC	73951	83	87	85	80	94	73	81	82	62	74	56	1620	77	24
WHITE	127675	93	95	93	88	98	83	86	93	76	88	72	1723	91	45
NO INFORMATION PROVIDED	1452	85	88	85	79	92	69	82	82	65	76	58	1630	78	27
*ECONOMICALLY DISADVANTAGED: YES	97963	84	88	86	79	93	70	80	82	62	73	56	1617	76	23
NO	140904	93	95	92	88	97	81	85	91	75	86	71	1715	90	41
NO INFO. PROV.	5241	85	90	88	81	93	72	81	84	66	77	60	1646	79	29
*CHAPTER 1 REGULAR PROGRAM: YES	38133	78	86	82	73	91	63	75	75	53	66	46	1565	67	14
NO	200973	91	93	91	86	97	79	85	90	72	84	67	1697	86	38
NO INFO. PROV.	5002	85	90	88	81	93	71	81	84	66	77	60	1644	79	29
*MIGRANT STATUS: FORMER	2307	81	87	85	78	93	73	81	79	56	72	52	1601	74	21
CURRENT	1709	79	86	83	77	93	73	80	80	61	69	51	1600	72	21
NONMIGRANT	228922	89	93	90	84	96	77	83	87	69	81	64	1677	85	34
NO INFORMATION PROVIDED	11165	88	92	89	82	94	74	83	86	69	79	64	1667	82	33
*CHAPTER 1 MIGRANT: REMEDIAL WRITING	545	78	86	83	73	88	71	82	76	58	70	49	1586	70	21
REMEDIAL READING	1671	79	85	83	74	91	71	79	78	55	67	47	1580	68	18
REMEDIAL MATHEMATICS	930	76	87	83	73	90	70	78	78	55	68	45	1575	67	16
ELIGIBLE NONPARTICIPANTS	1830	82	88	84	80	92	74	81	80	60	73	53	1611	76	23
NO INFORMATION PROVIDED	6664	86	91	88	81	94	72	82	84	66	77	61	1649	80	30
*LIMITED ENGLISH PROFICIENT: YES	16160	75	86	80	76	92	62	78	75	54	66	48	1575	67	18
NO	221830	90	93	90	84	96	77	83	88	70	82	65	1681	86	35
NO INFO. PROV.	6058	86	91	88	82	94	73	83	85	67	78	60	1651	81	30
*BILINGUAL/ESL PROGRAM: BILINGUAL	10237	74	86	80	76	92	70	78	75	55	66	48	1576	67	18
ESL	5771	75	85	80	76	90	68	77	75	54	66	48	1575	67	18
NEITHER	224605	90	93	90	84	96	77	83	88	70	82	65	1683	86	35
NO INFORMATION PROV.	4495	85	90	88	81	93	71	82	83	66	77	60	1645	79	29

TAAS

02/23/92

TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS

REPORT DATE DECEMBER 1991

DATE OF TESTING OCTOBER 1991

GRADE 03

STATEWIDE

* = STATUS AS OF MARCH 15, 1991

MATHEMATICS

PERCENT OF STUDENTS DEMONSTRATING MASTERY

- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		NUMBER OF STUDENTS TESTED	CONCEPTS 1 NUMBER CONCEPTS	2 ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	3 GEOMETRIC PROPERTIES AND RELATIONSHIPS	4 MEASUREMENT CONCEPTS	5 PROBABILITY AND STATISTICS	OPERATIONS 6 USE OF ADDITION TO SOLVE PROBLEMS	7 USE OF SUBTRACTION TO SOLVE PROBLEMS	8/9 USE OF MULTIPLICATION/DIVISON TO SOLVE PROBLEMS	PROBLEM SOLVING 10/13 PROBLEM SOLVING ESTIMATION/REASONABLENESS	11 PROBLEM SOLVING USING SOLUTION STRATEGIES	12 PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	AVERAGE SCALE SCORE	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES
*SPECIAL EDUCATION:	LEARNING DISABILITY	5895	73	82	80	70	87	58	71	74	51	65	44	1549	63	14
	EMOTIONALLY DISTURBED	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	SPEECH HANDICAPPED	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	VISUALLY HANDICAPPED	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	OTHER HANDICAP CONDITION	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	NOT IN SPECIAL EDUCATION	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	NO INFORMATION PROVIDED	4846	85	89	87	80	93	71	81	83	65	76	59	1640	79	28
*GIFTED-TALENTED PROGRAM:	YES	17808	98	96	98	96	99	96	95	98	91	96	82	1866	99	72
	NO	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	NO INFO. PROV.	5423	85	88	87	80	93	70	81	83	65	77	59	1639	78	28
*AT-RISK:	YES	46067	79	85	82	76	91	66	77	77	56	68	43	1583	70	18
	NO	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	NO INFORMATION PROVIDED	6607	86	89	87	81	93	71	81	84	66	78	59	1644	79	28
*CONTINUOUS ENROLLMENT:	ONE YEAR	[illegible]	82	92	89	83	95	76	82	87	62	81	44	1670	84	33
	TWO YEARS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	THREE YEARS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	FOUR YEARS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	FIVE YEARS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	MORE THAN FIVE YEARS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	NO INFO. PROV.	37114	87	91	88	82	95	75	82	86	67	79	61	1660	82	31

District Analysis Report

Texas Assessment of Academic Skills
Grade 3
October 1991

TEXAS EDUCATION AGENCY
TEXAS ASSESSMENT OF ACADEMIC SKILLS
OCTOBER 1991 TAAS PERFORMANCE
NON SPECIAL EDUCATION AND "NO INFO. PROVIDED" STUDENTS
GRADE 3

NOVEMBER 2, 1992

NUMBER OF DISTRICTS	CATEGORIES	NUMBER OF STUDENTS TESTED OCT 1991	PERCENT MET MIN EXP. ALL TSTS TAKEN OCT 1991	-AVERAGE SCALE SCORE- OCTOBER 1991 WRITING	READING	MATH	-AVERAGE SCALE SCORE- GAIN/LOSS OCT 1991 - OCT 1990 WRITING	READING	MATH	NUMBER OF STUDENTS NEEDING ANY REMEDIATION
ENROLLMENT GROUPINGS										
8	OVER 50,000	44,400	48	1526	1627	1645	-14	13	14	23,284
18	25,000 TO 49,999	42,624	62	1585	1694	1707	-18	12	7	16,311
47	10,000 TO 24,999	51,323	59	1578	1675	1692	-15	15	14	20,802
59	5,000 TO 9,999	25,146	60	1582	1685	1688	-14	14	8	9,935
80	3,000 TO 4,999	21,496	60	1579	1682	1685	-8	12	9	8,684
130	1,600 TO 2,999	18,839	54	1560	1660	1663	0	16	16	8,581
117	1,000 TO 1,599	10,166	55	1555	1661	1663	-4	12	12	4,614
208	500 TO 999	10,040	58	1574	1680	1678	5	17	10	4,172
381	UNDER 500	6,386	56	1563	1678	1681	13	22	15	2,829
DISTRICT TYPE										
8	MAJOR URBAN	43,889	48	1527	1626	1647	-17	11	14	22,870
63	MAJOR SUBURBAN	68,586	63	1589	1698	1705	-17	14	5	25,608
24	OTHER CENTRAL CITY	29,236	58	1573	1673	1690	-16	15	16	12,259
76	OTHER CC SUBURBAN	19,886	57	1571	1662	1678	-7	13	14	8,532
71	INDEPENDENT TOWN	23,826	58	1571	1673	1677	-7	13	14	10,106
46	NON-METRO FAST GROWING	3,430	56	1567	1673	1681	-9	12	-2	1,513
260	NON-METRO STABLE	29,817	56	1562	1664	1668	2	17	19	13,208
500	RURAL	11,750	57	1565	1678	1677	5	17	9	5,096
WEALTH (MEDIAN=$140,578)										
104	UNDER $76,272	22,846	49	1538	1614	1647	-1	12	17	11,591
104	$76,272 TO $90,118	11,321	53	1552	1655	1654	-2	17	18	5,346
105	$90,119 TO $106,053	17,755	53	1549	1647	1660	-10	8	12	8,339
104	$106,054 TO $124,839	14,256	55	1562	1665	1664	-4	15	17	6,391
105	$124,840 TO $140,577	34,512	57	1570	1671	1682	-12	7	12	14,713
104	$140,578 TO $165,104	29,489	63	1587	1697	1703	-12	21	13	10,999
105	$165,105 TO $202,678	29,826	59	1573	1685	1690	-26	12	2	12,258
104	$202,679 TO $259,734	35,424	56	1562	1671	1681	-14	16	12	15,536
105	$259,735 TO $438,516	29,844	60	1580	1680	1696	-10	16	13	12,009
103	OVER $438,516	4,852	62	1578	1704	1699	-4	14	6	1,868
5	SPECIAL DISTRICTS	295	52	1548	1688	1656	-31	-26	-35	142
WEALTH (ST AVG=$181,540)										
679	UNDER $181,540	144,039	56	1562	1661	1672	-9	13	14	63,938
364	OVER $181,540	86,086	59	1575	1684	1693	-15	16	9	35,112
5	SPECIAL DISTRICTS	295	52	1548	1688	1656	-31	-26	-35	142

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

TEXAS EDUCATION AGENCY
TEXAS ASSESSMENT OF ACADEMIC SKILLS
OCTOBER 1991 TAAS PERFORMANCE
NON SPECIAL EDUCATION AND "NO INFO. PROVIDED" STUDENTS
GRADE 3

NOVEMBER 2, 1992

NUMBER OF DISTRICTS	CATEGORIES	NUMBER OF STUDENTS TESTED OCT 1991	PERCENT MET MIN EXP. ALL TSTS TAKEN OCT 1991	-AVERAGE SCALE SCORE- OCTOBER 1991 WRITING	READING	MATH	-AVERAGE SCALE SCORE- GAIN/LOSS OCT 1991 - OCT 1990 WRITING	READING	MATH	NUMBER OF STUDENTS NEEDING ANY REMEDIATION
WEALTH BY EQUAL PUPILS PER GROUP										
24	UNDER $44,827	8,847	46	1524	1592	1635	-11	5	7	4,773
36	$44,827 TO < $63,744	10,226	49	1534	1614	1648	2	17	24	5,205
80	$63,744 TO < $81,747	10,204	54	1558	1656	1656	5	15	17	4,741
132	$81,747 TO < $99,824	11,894	56	1566	1684	1668	-2	16	16	5,231
50	$99,824 TO < $108,067	11,801	51	1540	1640	1655	-12	7	15	5,781
67	$108,067 TO < $120,027	11,158	55	1561	1664	1663	-7	14	18	5,026
65	$120,027 TO < $130,961	12,387	58	1574	1667	1681	2	16	21	5,258
40	$130,961 TO < $136,490	11,891	57	1565	1676	1683	-23	3	7	5,104
26	$136,490 TO < $140,227	12,207	57	1570	1670	1680	-13	5	9	5,228
60	$140,227 TO < $155,509	11,212	62	1585	1695	1700	-19	15	11	4,266
40	$155,509 TO < $163,412	13,061	64	1590	1703	1705	4	29	24	4,750
45	$163,412 TO < $176,418	12,985	59	1573	1679	1691	-24	9	0	5,318
38	$176,418 TO < $190,732	12,095	54	1555	1659	1666	-26	10	3	5,545
57	$190,732 TO < $215,663	12,378	65	1598	1718	1721	-21	18	8	4,313
50	$215,663 TO < $240,258	13,045	62	1590	1695	1692	-16	14	4	4,960
1	$240,258 TO < $240,954	11,807	48	1527	1631	1657	-29	14	15	6,147
41	$240,954 TO < $277,696	11,861	59	1566	1688	1692	-3	22	10	4,919
14	$277,696 TO < $300,182	11,532	51	1551	1624	1660	-5	10	24	5,614
38	$300,182 TO < $344,184	7,737	65	1601	1720	1728	-16	19	9	2,680
139	$344,184 AND OVER	11,797	64	1593	1715	1713	-13	16	3	4,191
5	SPECIAL DISTRICTS	295	52	1548	1688	1656	-31	-26	-35	142
TOTAL TAX EFFORT (ST AVG=$1.1629)										
260	UNDER 1.0519	35,159	51	1545	1646	1658	-13	10	13	17,078
261	1.0519 TO UNDER 1.1541	42,322	58	1570	1671	1678	0	19	22	17,758
261	1.1541 TO UNDER 1.2517	70,954	56	1566	1659	1676	-9	14	15	31,005
261	1.2517 AND OVER	81,690	59	1575	1688	1694	-16	13	4	33,209
5	SPECIAL DISTRICTS	295	52	1548	1688	1656	-31	-26	-35	142
M&O EFF. TAX EFFORT (ST AVG=$1.0063)										
260	UNDER 0.8805	53,876	54	1553	1652	1665	-4	17	18	24,972
261	0.8805 TO 0.9896	45,762	58	1569	1675	1680	-7	14	16	19,256
261	0.9897 TO 1.1205	76,930	58	1573	1668	1683	-13	13	12	33,316
261	OVER 1.1205	51,557	58	1569	1684	1692	-19	12	3	21,506
5	SPECIAL DISTRICTS	295	52	1548	1688	1656	-31	-26	-35	142
HIGHEST PROPERTY VALUE CATEGORY										
352	RESIDENTIAL	142,667	59	1576	1682	1691	-11	16	12	57,873
308	LAND	9,633	52	1545	1656	1662	-7	8	6	4,658
199	OIL AND GAS	12,511	54	1555	1655	1656	2	12	17	5,764
184	BUSINESS	65,314	53	1552	1647	1664	-14	11	13	30,755
5	SPECIAL DISTRICTS	295	52	1548	1688	1656	-31	-26	-35	142

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

TEXAS EDUCATION AGENCY
TEXAS ASSESSMENT OF ACADEMIC SKILLS
OCTOBER 1991 TAAS PERFORMANCE
NON SPECIAL EDUCATION AND "NO INFO. PROVIDED" STUDENTS
GRADE 3

NOVEMBER 2, 1992

NUMBER OF DISTRICTS	CATEGORIES			NUMBER OF STUDENTS TESTED OCT 1991	PERCENT MET MIN EXP. ALL TSTS TAKEN OCT 1991	-AVERAGE SCALE SCORE- OCTOBER 1991 WRITING	READING	MATH	-AVERAGE SCALE SCORE- GAIN/LOSS OCT 1991 - OCT 1990 WRITING	READING	MATH	NUMBER OF STUDENTS NEEDING ANY REMEDIATION
AEI GROUPS: PUPILS	WEALTH	% LOW INC										
183	<1K	< AVG.	<40%	5,880	60	1584	1695	1692	4	16	5	2,349
188	<1K	< AVG.	>=40	5,422	53	1547	1653	1657	9	22	19	2,567
121	<1K	> AVG.	<40%	2,935	63	1596	1712	1708	17	24	15	1,072
114	<1K	> AVG.	>=40	2,083	54	1555	1658	1666	9	18	16	952
80	1K TO < 3K	< AVG.	<40%	9,808	61	1585	1691	1687	5	15	14	3,858
101	1K TO < 3K	< AVG.	>=40	11,658	48	1531	1624	1637	-3	13	20	6,104
35	1K TO < 3K	> AVG.	<40%	4,078	61	1579	1697	1693	-19	15	15	1,584
29	1K TO < 3K	> AVG.	>=40	3,272	52	1544	1648	1648	-2	10	9	1,568
59	3K TO < 10K	< AVG.	<40%	19,692	64	1596	1699	1700	-12	12	5	7,175
43	3K TO < 10K	< AVG.	>=40	14,022	53	1555	1642	1657	-8	10	17	6,632
32	3K TO < 10K	> AVG.	<40%	11,384	64	1593	1713	1705	-12	20	4	4,082
5	3K TO < 10K	> AVG.	>=40	1,564	53	1549	1663	1653	-8	11	9	730
17	>10K	< AVG.	<40%	29,627	63	1585	1699	1708	-16	18	14	11,046
30	>10K	< AVG.	>=40	48,619	50	1537	1628	1649	-13	8	13	24,485
19	>10K	> AVG.	<40%	30,523	67	1608	1725	1727	-21	15	-2	10,032
7	>10K	> AVG.	>=40	29,578	50	1537	1632	1661	-16	14	21	14,814
5	SPECIAL DISTRICTS			295	52	1548	1688	1658	-31	-26	-35	142
SMALL/SPARSE ADJSTMNT (ST AVG=30.0%)												
298	NO SMALL/SPARSE ADJUSTMENT			198,571	57	1567	1669	1681	-14	13	11	85,166
188	UNDER 22.3%			16,835	55	1559	1666	1667	6	20	19	7,525
187	22.3% TO UNDER 31.4%			7,912	57	1569	1676	1676	-3	16	8	3,413
185	31.4% TO UNDER 36.8%			3,764	57	1566	1673	1678	11	14	7	1,623
190	36.8% AND OVER			3,338	56	1562	1678	1673	9	18	10	1,465
CEI LEVEL (MEDIAN=1.07)												
160	UNDER 1.05			6,233	62	1585	1690	1685	18	25	20	2,393
267	1.05 TO UNDER 1.07			15,902	57	1572	1681	1678	-4	13	13	6,759
247	1.07 TO UNDER 1.09			19,691	57	1566	1675	1674	-6	15	11	8,523
152	1.09 TO 1.11			29,421	58	1571	1680	1679	-11	14	8	12,370
222	1.11 AND OVER			159,173	57	1565	1665	1681	-13	14	13	69,147
OPERATING COST/PUPIL (ST AVG=$3,971)												
210	UNDER $3,714			76,215	60	1581	1682	1688	-7	12	14	30,374
210	$3,714 TO $4,075			74,959	57	1569	1673	1684	-17	14	9	31,874
210	$4,076 TO $4,517			55,605	55	1556	1657	1677	-11	15	16	25,266
210	$4,518 TO $5,327			19,142	50	1536	1639	1648	-8	14	9	9,613
208	OVER $5,327			4,499	54	1552	1673	1672	1	13	12	2,065

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

TEXAS EDUCATION AGENCY
TEXAS ASSESSMENT OF ACADEMIC SKILLS
OCTOBER 1991 TAAS PERFORMANCE
NON SPECIAL EDUCATION AND "NO INFO. PROVIDED" STUDENTS
GRADE 3

NOVEMBER 2, 1992

NUMBER OF DISTRICTS	CATEGORIES	NUMBER OF STUDENTS TESTED OCT 1991	PERCENT MET MIN EXP. ALL TSTS TAKEN OCT 1991	-AVERAGE SCALE SCORE- OCTOBER 1991 WRITING	READING	MATH	-AVERAGE SCALE SCORE- GAIN/LOSS OCT 1991 - OCT 1990 WRITING	READING	MATH	NUMBER OF STUDENTS NEEDING ANY REMEDIATION
	ESC REGION									
37	I EDINBURG	13,785	50	1539	1611	1657	-7	15	24	6,829
43	II CORPUS CHRISTI	7,747	58	1576	1656	1675	-1	4	18	3,287
41	III VICTORIA	3,941	53	1557	1657	1665	-16	14	2	1,847
55	IV HOUSTON	48,252	58	1568	1675	1691	-25	10	6	20,455
29	V BEAUMONT	5,964	63	1605	1684	1688	3	20	22	2,234
57	VI HUNTSVILLE	7,672	58	1577	1676	1685	-5	9	2	3,185
98	VII KILGORE	10,388	59	1580	1680	1671	-1	14	5	4,260
48	VIII MT PLEASANT	3,501	65	1607	1692	1709	11	23	38	1,232
40	IX WICHITA FALLS	2,745	62	1593	1697	1688	18	25	33	1,054
79	X RICHARDSON	30,982	61	1581	1683	1706	-9	18	20	12,190
77	XI FORT WORTH	22,410	61	1579	1690	1688	-20	19	2	8,848
78	XII WACO	8,279	55	1563	1665	1671	-17	11	7	3,707
56	XIII AUSTIN	14,155	60	1572	1696	1699	-13	13	6	5,731
43	XIV ABILENE	3,344	62	1585	1695	1688	-6	18	23	1,259
44	XV SAN ANGELO	3,431	57	1569	1677	1670	5	28	29	1,465
66	XVI AMARILLO	5,285	61	1580	1692	1694	10	21	22	2,049
61	XVII LUBBOCK	5,732	54	1547	1670	1678	-13	18	25	2,630
33	XVIII MIDLAND	6,114	51	1547	1643	1648	-7	3	10	3,002
13	XIX EL PASO	7,266	49	1529	1643	1637	4	15	17	3,678
50	XX SAN ANTONIO	19,427	47	1528	1628	1631	-8	10	5	10,254
	TAAS: PCT PASSING ALL TESTS TAKEN									
220	UNDER 37%	66,595	45	1518	1609	1637	-14	11	17	36,459
200	37% TO UNDER 44%	39,206	53	1554	1651	1660	-10	8	11	18,490
231	44% TO UNDER 50%	49,098	58	1572	1679	1682	-5	13	13	20,450
203	50% TO UNDER 57%	38,157	65	1598	1705	1708	-12	15	8	13,419
194	OVER 57%	37,364	72	1630	1747	1748	-20	20	2	10,374
	AVERAGE SAT SCORE									
220	UNDER 810	42,905	48	1531	1618	1643	-3	12	19	22,283
209	810 TO UNDER 860	61,003	53	1554	1649	1664	-12	13	14	28,441
214	860 TO UNDER 910	62,620	59	1576	1683	1688	-13	13	12	25,401
227	910 AND OVER	60,534	64	1595	1713	1715	-18	16	4	21,550
178	NO STUDENTS TESTED	3,368	55	1556	1664	1669	16	25	18	1,517
	AVERAGE ACT SCORE									
257	UNDER 18.25	41,970	47	1528	1612	1644	-8	11	19	22,160
208	18.25 TO UNDER 19.5	40,977	54	1557	1648	1666	-9	13	15	18,843
211	19.5 TO UNDER 20.5	58,598	58	1588	1674	1677	-14	13	10	24,703
271	20.5 AND OVER	87,299	62	1589	1704	1706	-13	15	8	32,781
101	NO STUDENTS TESTED	1,576	55	1553	1670	1681	7	18	21	705

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

TEXAS EDUCATION AGENCY
TEXAS ASSESSMENT OF ACADEMIC SKILLS
OCTOBER 1991 TAAS PERFORMANCE
NON SPECIAL EDUCATION AND "NO INFO. PROVIDED" STUDENTS
GRADE 3

NOVEMBER 2, 1992

NUMBER OF DISTRICTS	CATEGORIES	NUMBER OF STUDENTS TESTED OCT 1991	PERCENT MET MIN EXP. ALL TSTS TAKEN OCT 1991	-AVERAGE SCALE SCORE- OCTOBER 1991 WRITING	READING	MATH	-AVERAGE SCALE SCORE- GAIN/LOSS OCT 1991 - OCT 1990 WRITING	READING	MATH	NUMBER OF STUDENTS NEEDING ANY REMEDIATION
DENSITY (ST AVG=12.77 PUPILS/SQ MI)										
545	LESS THAN 5	20,867	54	1553	1661	1661	3	15	13	9,689
280	5 TO UNDER 20	34,109	56	1566	1666	1673	0	18	17	14,874
119	20 TO UNDER 100	39,431	58	1576	1675	1681	-11	12	11	16,451
99	100 AND OVER	135,718	57	1566	1670	1685	-17	13	12	58,036
5	SPECIAL DISTRICTS	295	52	1548	1688	1656	-31	-26	-35	142
PUPIL CHG:90/91-91/92 (ST AVG=2.43%)										
314	DECLINING PUPILS	34,541	52	1547	1643	1655	-9	11	12	16,575
338	0% TO UNDER 3%	107,090	55	1556	1657	1670	-11	13	14	48,699
222	3% TO UNDER 6%	64,819	62	1588	1696	1703	-11	14	9	24,628
104	6% TO UNDER 10%	21,807	62	1585	1690	1699	-18	18	9	8,362
70	10% AND OVER	2,163	57	1570	1690	1701	-5	12	11	928
PCT AFRICAN AM PUPILS (ST AVG=14.3%)										
627	UNDER 5%	76,919	57	1564	1666	1674	-6	14	12	33,426
137	5% TO UNDER 10%	49,668	63	1591	1701	1703	-15	16	9	18,571
137	10% TO UNDER 20%	43,811	57	1565	1676	1686	-11	14	10	18,680
74	20% TO UNDER 30%	15,477	59	1571	1679	1684	-17	13	7	6,409
62	30% TO UNDER 50%	40,530	50	1542	1630	1656	-16	12	17	20,270
11	50% AND OVER	4,015	54	1562	1639	1663	-9	7	18	1,838
PCT HISPANIC PUPILS (ST AVG=34.4%)										
274	UNDER 5%	22,469	64	1601	1700	1698	4	20	17	8,151
175	5% TO UNDER 10%	35,636	65	1600	1715	1716	-14	15	2	12,430
181	10% TO UNDER 20%	42,897	63	1588	1700	1705	-21	14	8	16,058
102	20% TO UNDER 30%	29,075	57	1564	1670	1679	-14	14	10	12,575
137	30% TO UNDER 50%	57,760	52	1545	1646	1662	-13	12	15	27,848
179	50% AND OVER	42,583	48	1530	1616	1640	-5	10	17	22,130
PCT MINORITY PUPILS (ST AVG=51.0%)										
93	UNDER 5%	4,518	68	1614	1716	1707	4	18	2	1,539
127	5% TO UNDER 10%	10,322	67	1608	1719	1716	1	19	9	3,392
199	10% TO UNDER 20%	27,919	66	1603	1722	1720	-15	18	4	9,360
145	20% TO UNDER 30%	28,315	63	1593	1705	1704	-19	13	3	10,539
231	30% TO UNDER 50%	51,615	60	1578	1684	1389	-7	14	14	20,881
253	50% AND OVER	107,731	50	1539	1633	1654	-12	12	15	53,481

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

TEXAS EDUCATION AGENCY
TEXAS ASSESSMENT OF ACADEMIC SKILLS
OCTOBER 1991 TAAS PERFORMANCE
NON SPECIAL EDUCATION AND "NO INFO. PROVIDED" STUDENTS
GRADE 3

NOVEMBER 2, 1992

NUMBER OF DISTRICTS	CATEGORIES	NUMBER OF STUDENTS TESTED OCT 1991	PERCENT MET MIN EXP. ALL TSTS TAKEN OCT 1991	-AVERAGE SCALE SCORE- OCTOBER 1991 WRITING	READING	MATH	-AVERAGE SCALE SCORE- GAIN/LOSS OCT 1991 - OCT 1990 WRITING	READING	MATH	NUMBER OF STUDENTS NEEDING ANY REMEDIATION
PERCENT LOW INCOME (ST AVG=41.80%)										
118	UNDER 20%	39,802	69	1614	1736	1734	-25	16	0	12,330
179	20% TO UNDER 30%	35,773	65	1597	1705	1709	-10	16	7	12,664
233	30% TO UNDER 40%	38,617	58	1571	1677	1681	-2	15	13	16,340
353	40% TO UNDER 60%	77,956	52	1549	1650	1660	-11	12	15	37,099
121	60% TO UNDER 80%	24,541	47	1531	1605	1641	-4	12	22	12,966
44	80% AND OVER	13,731	43	1506	1588	1628	-16	9	11	7,793
AVG. TEACHER EXPER (ST AVG=11.3 YRS)										
255	UNDER 9.7 YEARS	33,349	56	1564	1662	1681	-14	12	7	14,511
278	9.7 TO UNDER 11.2 YEARS	61,122	60	1580	1684	1694	-10	17	14	24,322
246	11.2 TO UNDER 12.4 YEARS	86,846	56	1561	1668	1676	-13	13	12	38,393
269	12.4 YEARS AND OVER	49,103	55	1561	1658	1670	-8	11	14	21,966
AVG. TEACHER SALARY (ST AVG=$27,556)										
262	UNDER $24,516	9,332	52	1542	1655	1664	-1	12	13	4,509
263	$24,516 TO UNDER $25,617	22,961	56	1568	1668	1668	2	19	12	10,073
262	$25,617 TO UNDER $26,913	47,589	56	1566	1668	1675	-10	10	14	20,730
261	$26,913 AND OVER	150,538	58	1568	1671	1685	-14	14	12	63,880
PCT MINORITY TCHRS (ST AVG=22.6%)										
596	UNDER 5%	63,503	65	1599	1714	1713	-13	16	4	22,363
181	5% TO UNDER 10%	38,780	63	1590	1695	1701	-3	19	16	14,534
131	10% TO UNDER 20%	40,122	54	1555	1662	1667	-19	7	7	18,461
36	20% TO UNDER 30%	21,681	57	1565	1666	1676	-3	16	16	9,420
44	30% TO UNDER 50%	30,191	50	1539	1623	1648	-7	12	23	15,175
60	50% AND OVER	36,143	47	1523	1613	1644	-16	12	15	19,239
% TCHRS W ADV DEGREE (ST AVG=30.3%)										
261	UNDER 18.0%	19,352	52	1545	1632	1659	2	17	18	9,355
263	18.0% TO UNDER 24.9%	48,368	55	1561	1660	1668	-6	13	15	21,722
262	24.9% TO UNDER 32.9%	66,328	58	1570	1680	1685	-18	14	8	27,672
262	32.9% AND OVER	96,372	58	1571	1675	1687	-13	14	12	40,443
1,048	STATE TOTAL	230,420	57	1567	1669	1680	-11	14	12	99,192

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

Grade 3 Spanish Results

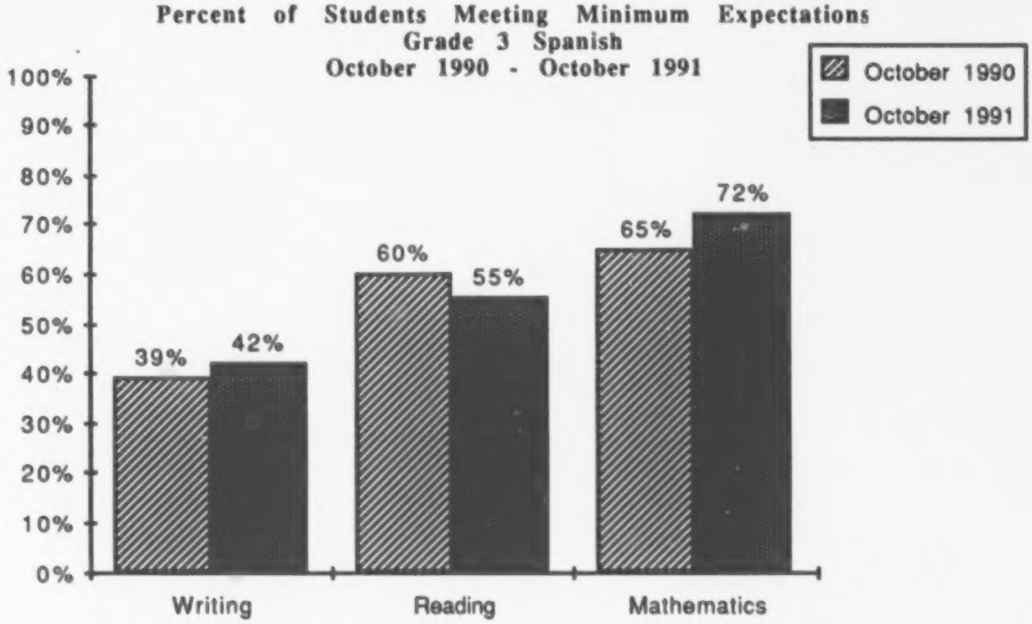
The Spanish version of the Grade 3 TAAS test provides an opportunity for students to be tested in their native language of Spanish. The Grade 3 assessment is the only test for which an alternative form is available for non-English speaking students.

OCTOBER 1991 ADMINISTRATION

Students taking the Spanish version of the Grade 3 TAAS in October 1991 experienced a higher rate of success overall than students who were tested with the Spanish version in October 1990.

Of the 14,432 students tested in October 1991, thirty-three percent met the minimum expectations on all tests taken, a two percentage point improvement from October 1990 results scored at the seventy percent standard. Four percent of the students mastered all objectives on all tests taken in October 1991.

One percent of the Grade 3 students tested with the Spanish version of TAAS, received Academic Recognition, the highest level of achievement on the testing program. The following chart compares student performance on the Grade 3 Spanish test between the October 1990 and October 1991 administrations. Growth in student performance was realized in the areas of writing and mathematics with students experiencing a decline in the area of reading.



Percent of Students Meeting Minimum Expectations
Grade 3 Spanish
October 1990 - October 1991

The table below provides the number of Grade 3 students tested with the Spanish version test, the percent meeting minimum expectations, the average scale score, and the average scale score gain/loss between October 1990 and October 1991 in each subject area. The table further illustrates the drop in performance on the reading test between the 1990 and 1991 administrations.

Grade 3 Spanish Student Performance by Subject Area
October 1991

	Number Tested	% Meeting Minimum Expectations	Average Scale Score	Scale Score Gain (Loss) 1990-1991
Writing	14,142	42%	1466	25
Reading	14,215	55%	1523	(14)
Mathematics	14,265	72%	1595	22

SUBJECT AREA PERFORMANCE: WRITING

> Grade 3 students tested with the Spanish version of TAAS require additional experience with editing skills.

Grade 3 students receiving the Spanish version of the TAAS are not required to write a composition as students must do on all other grade level TAAS assessments. Students administered the Spanish version of the Grade 3 TAAS are measured on Objectives 5 through 7 with multiple-choice test items.

On the October 1990 administration of the writing assessment, thirty-nine percent of the students met minimum expectations. Results from October 1991 show that forty-two percent of students met the passing standard, which indicates a slight increase from the previous year. Eighteen percent of the students achieved mastery of the three multiple-choice writing objectives in October 1991.

Students taking the Spanish version of the Grade 3 assessment gained eight percentage points on Objective 5 which tested recognition of proper sentence structure. However, test results reveal that students are achieving little success on Objective 7, which assesses the student's editing abilities.

Writing Objective Mastery

Objetivo (Objective)	October 1990	October 1991
5. Construcción de Oraciones (Sentence Construction)	51%	59%
6. Uso de Palabras y Frases en Español (Spanish Usage)	55%	54%
7. Ortografía, Mayúsculas, Minúsculas y Puntuación (Use of Spelling, Capitalization, and Punctuation)	27%	25%

SUBJECT AREA PERFORMANCE: READING

The reading test represents the area of most challenge for Grade 3 students tested with the Spanish version of TAAS.

On the reading test, minimum expectations were met by sixty percent of the third grade Spanish students tested in 1990 and by fifty-five percent of the students tested in 1991. Only twenty-seven percent of the students mastered all six reading objectives in October 1991.

Improvement can be seen in Objectives 1, 3, and 6 between 1990 and 1991, as shown in the table below. A marked decline of ten percentage points in student performance was seen on Objective 4 which required students to identify relationships and predict outcomes based on specific written texts.

Reading Objective Mastery

Objetivo (Objective)	October 1990	October 1991
1. Significado de Palabras (Word Meaning)	54%	56%
2. Ideas Secundarias (Supporting Ideas)	65%	61%
3. Resúmenes (Summarization)	41%	45%
4. Relaciones y Resultados (Relationships and Outcomes)	65%	55%
5. Inferencias y Generalizaciones (Inferences and Generalizations)	77%	76%
6. Punto de Vista, Propaganda y Hechos/No Hechos (Point of View, Propaganda, and Fact and Nonfact)	61%	65%

SUBJECT AREA PERFORMANCE: MATHEMATICS

Students tested with the Spanish version of TAAS at Grade 3 attained the highest level of success in the area of mathematics.

In October 1991, seventy-two percent of the students tested met minimum expectations for passing the mathematics subject area test, a seven percentage point gain from the October 1990 results scored at the seventy percent standard. Fourteen percent of the students taking the Spanish version test mastered each of the thirteen mathematics objectives.

Grade 3 student results had strong gains in two of the three mathematics domains (Conceptos and Operaciones), while students continued to demonstrate difficulty with questions requiring problem solving skills. The mastery rates improved on each objective tested in the Conceptos domain with students attaining the highest achievement level on Objective 3 (92% mastery).

The Operaciones domain contained the objective achieving the largest percentage point increase in achievement between 1990 and 1991. The student mastery rate jumped sixteen percentage points on Objective 8/9 which measured use of multiplication/division in problem solving.

October 1991 results reflect the need for students to have further experience with higher order thinking skills in problem solving. Objective 10/13 reflected the lowest mastery rate of forty-one percent in the area of mathematics which required students to estimate and evaluate the reasonableness of solutions to problem situations.

Mathematics Objective Mastery

Objetivo (Objective)	October 1990	October 1991
Dominio de Conceptos (Concepts Domain)		
1. Conceptos de Número (Number Concepts)	79%	81%
2. Relaciones y Funciones Matemáticas/Algebraicas (Algebraic/Mathematical Relations and Functions)	83%	86%
3. Propiedades y Relaciones Geométricas (Geometric Properties and Relationships)	86%	92%
4. Conceptos de Medida (Measurement Concepts)	72%	73%
5. Probabilidad y Estadísticas (Probability and Statistics)	79%	81%
Dominio de Operaciones (Operations Domain)		
6. Soluciones con la Suma (Use of Addition to Solve Problems)	67%	67%
7. Soluciones con la Resta (Use of Subtraction to Solve Problems)	72%	75%
8/9. Soluciones con la Multiplicación/División (Use of Multiplication/Division to Solve Problems)	65%	81%
Dominio de Problemas Razonados (Problem Solving Domain)		
10/13. Aproximaciones/Evaluación de lo Razonable (Problem Solving using Estimation/Reasonableness)	48%	41%
11. Problemas Razonados Usando Estrategias (Problem Solving using Solution Strategies)	61%	64%
12. Problemas Razonados: Representaciones Matemáticas (Problem Solving using Mathematical Representation)	55%	58%

DEMOGRAPHIC PERFORMANCE SUMMARY

Economic Groups

Grade 3 Spanish TAAS results show that students participating in free lunch and Chapter 1 programs outperform nonparticipants in all subject areas.

The following tables display assessment results aggregated by participation in a free or reduced price meal program (economically disadvantaged) and/or the Chapter 1 Regular program.

Grade 3 Spanish Performance Results
October 1991

Economically Disadvantaged	Number Tested	% Meeting Minimum Expectations	Average Scale Score	Scale Score Gain (Loss) 1990-1991
Participants				
Writing	11,966	43%	1474	31
Reading	12,019	56%	1527	(9)
Mathematics	12,076	73%	1600	26
Nonparticipants				
Writing	1,625	36%	1443	16
Reading	1,635	53%	1514	(31)
Mathematics	1,631	68%	1579	13
Chapter 1 Regular Program				
Participants				
Writing	4,323	44%	1481	45
Reading	4,334	57%	1532	8
Mathematics	4,359	73%	1600	37
Nonparticipants				
Writing	9,207	42%	1466	20
Reading	9,258	55%	1523	(24)
Mathematics	9,286	72%	1596	15

REMEDIATION

Despite a slight decline in the percent of students failing all three sections of the Spanish version of the Grade 3 test, the total student failure rate of sixty-seven percent remains the highest of any group tested in 1991.

Sixty-nine percent of Grade 3 Spanish students tested in October 1990 required remediation in one or more subject areas. In 1991, this percentage decreased slightly, as sixty-seven percent of the students tested required remediation for failing one or more subject area tests.

Grade 3 Spanish Students Requiring Remediation

	October 1990		October 1991	
Failed One Test Only	2,912	25%	3,548	25%
Failed Two Tests Only	2,786	23%	3,351	23%
Failed All Three Tests	2,449	21%	2,817	19%
Total	8,147	69%	9,716	67%

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT

GRADE: **03-SPANISH**

ALL STUDENTS

REPORT DATE: **DECEMBER 1991**

DATE OF TESTING: **OCTOBER 1991**

STATEWIDE

TEST PERFORMANCE

	MASTERING NUMBER	MASTERING PERCENT
WRITING		
COMUNICACION ESCRITA		
1-4. NO SON PARTE DEL EXAMEN EN ESPANOL		
5. CONSTRUCCION DE ORACIONES	8352	59
6. USO DE PALABRAS Y FRASES EN ESPANOL	7618	54
7. ORTOGRAFIA, MAYUSCULAS, MINUSCULAS Y PUNCTUACION	3596	25
NUMBER TESTED IN WRITING: 14142		
AVERAGE SCALE SCORE: 1466		
TOTAL WRITING: MET MINIMUM EXPECTATIONS	5895	42
MASTERED ALL OBJECTIVES	2504	18
READING		
COMPRENSION DE LECTURA		
1. SIGNIFICADO DE PALABRAS	8015	56
2. IDEAS SECUNDARIAS	8684	61
3. RESUMENES	6450	45
4. RELACIONES Y RESULTADOS	7760	55
5. INFERENCIAS Y GENERALIZACIONES	10792	76
6. PUNTO DE VISTA, PROPAGANDA Y HECHOS/NO HECHOS	9308	65
NUMBER TESTED IN READING: 14215		
AVERAGE SCALE SCORE: 1523		
TOTAL READING: MET MINIMUM EXPECTATIONS	7823	55
MASTERED ALL OBJECTIVES	3880	27
MATHEMATICS		
CONCEPTOS		
1. CONCEPTOS DE NUMERO	11556	81
2. RELACIONES Y FUNCIONES MATEMATICAS/ALGEBRAICAS	12330	86
3. PROPIEDADES Y RELACIONES GEOMETRICAS	13108	92
4. CONCEPTOS DE MEDIDA	10403	73
5. PROBABILIDAD Y ESTADISTICAS	11595	81
OPERACIONES		
6. SOLUCIONES CON LA SUMA	9544	67
7. SOLUCIONES CON LA RESTA	10686	75
8/9. SOLUCIONES CON LA MULTIPLICACION/DIVISION	11540	81
PROBLEMAS RAZONADOS		
10/13. APROXIMACIONES/EVALUACION DE LO RAZONABLE	5898	41
11. PROBLEMAS RAZONADOS USANDO ESTRATEGIAS	9134	64
12. PROBLEMAS RAZONADOS: REPRESENTACIONES MATEMATICAS	8288	58
NUMBER TESTED IN MATHEMATICS: 14265		
AVERAGE SCALE SCORE: 1595		
TOTAL MATHEMATICS: MET MINIMUM EXPECTATIONS	10203	72
MASTERED ALL OBJECTIVES	1946	14

GROUP CHARACTERISTICS

	NUMBER	PERCENT
Total Answer Documents Submitted	14911	100
Students Absent From All Tests	75	1
Students Exempt From All Tests: ARD	327	2
Other Students Not Tested	77	1
Number Of Students Tested	14432	97

GROUP PERFORMANCE

- = no data reported for fewer than five students

* = status as of March 15, 1991

	NUMBER TESTED	ALL TESTS TAKEN: % MEETING MINIMUM EXPECTATIONS	ALL TESTS TAKEN: % MASTERING ALL OBJECTIVES
All Students	14432	33	4
Male	7370	29	4
Female	6926	37	5
Native American	20	75	15
Asian	11	36	0
African American	18	22	0
Hispanic	14140	33	4
White	42	33	5
*Economically Disadvantaged: Yes	12206	34	5
No	1650	29	5
*Chapter 1 Regular Program: Yes	4411	34	5
No	9391	33	4
*Migrant Status: Former	469	30	6
Current	532	31	6
Nonmigrant	12450	33	4
*Chapter 1 Migrant: Remedial Writing	218	31	7
Remedial Reading	498	26	5
Remedial Mathematics	303	27	6
Eligible Nonparticipants	424	30	8
*Limited English Proficient: Yes	14432	33	4
No	0	-	-
*Bilingual/ESL Program: Bilingual	12095	35	5
ESL	921	15	1
Neither	991	22	1
*Special Education: Learning Disability	133	19	3
Emotionally Disturbed	9	11	0
Speech Handicapped	336	22	1
Visually Handicapped	7	43	0
Other Handicap Condition	28	18	0
Not In Special Education	13288	34	5
*Gifted-Talented Program: Yes	193	53	6
No	13695	33	5
*At-Risk: Yes	14432	33	4
No	0	-	-
*Continuous Enrollment: One Year	2075	28	4
Two Years	1738	39	6
Three Years	4857	38	6
Four Years	1721	27	3
Five Years	284	31	4
More Than Five Years	23	17	0
Nonstandard Administration In Mathematics	71	28	8

FIGURE 31

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

SUMMARY REPORT

GRADE: **03-SPANISH**

SPECIAL EDUCATION STUDENTS

REPORT DATE: **DECEMBER 1991**

DATE OF TESTING: **OCTOBER 1991**

STATEWIDE

TEST PERFORMANCE

	MASTERING NUMBER	MASTERING PERCENT
WRITING		
COMUNICACION ESCRITA		
1-4. NO SON PARTE DEL EXAMEN EN ESPANOL		
5. CONSTRUCCION DE ORACIONES	215	50
6. USO DE PALABRAS Y FRASES EN ESPANOL	160	37
7. ORTOGRAFIA, MAYUSCULAS, MINUSCULAS Y PUNCTUACION	81	19
NUMBER TESTED IN WRITING: 428		
AVERAGE SCALE SCORE: 1409		
TOTAL WRITING: MET MINIMUM EXPECTATIONS	133	31
MASTERED ALL OBJECTIVES	47	11
READING		
COMPRENSION DE LECTURA		
1. SIGNIFICADO DE PALABRAS	158	37
2. IDEAS SECUNDARIAS	187	44
3. RESUMENES	130	30
4. RELACIONES Y RESULTADOS	159	37
5. INFERENCIAS Y GENERALIZACIONES	269	63
6. PUNTO DE VISTA, PROPAGANDA Y HECHOS/NO HECHOS	206	48
NUMBER TESTED IN READING: 428		
AVERAGE SCALE SCORE: 1423		
TOTAL READING: MET MINIMUM EXPECTATIONS	157	37
MASTERED ALL OBJECTIVES	58	14
MATHEMATICS		
CONCEPTOS		
1. CONCEPTOS DE NUMERO	331	72
2. RELACIONES Y FUNCIONES MATEMATICAS/ALGEBRAICAS	351	77
3. PROPIEDADES Y RELACIONES GEOMETRICAS	402	88
4. CONCEPTOS DE MEDIDA	302	66
5. PROBABILIDAD Y ESTADISTICAS	332	73
OPERACIONES		
6. SOLUCIONES CON LA SUMA	259	57
7. SOLUCIONES CON LA RESTA	313	68
8/9. SOLUCIONES CON LA MULTIPLICACION/DIVISION	336	74
PROBLEMAS RAZONADOS		
10/13. APROXIMACIONES/EVALUACION DE LO RAZONABLE	161	35
11. PROBLEMAS RAZONADOS USANDO ESTRATEGIAS	252	55
12. PROBLEMAS RAZONADOS: REPRESENTACIONES MATEMATICAS	222	49
NUMBER TESTED IN MATHEMATICS: 457		
AVERAGE SCALE SCORE: 1531		
TOTAL MATHEMATICS: MET MINIMUM EXPECTATIONS	260	57
MASTERED ALL OBJECTIVES	40	9

GROUP CHARACTERISTICS

	NUMBER	PERCENT
Total Answer Documents Submitted	690	100
Students Absent From All Tests	6	1
Students Exempt From All Tests: ARD	211	31
Other Students Not Tested	3	0
Number Of Students Tested	470	68

GROUP PERFORMANCE

- = no data reported for fewer than five students
* = status as of March 15, 1991

	NUMBER TESTED	ALL TESTS TAKEN % MEETING MINIMUM EXPECTATIONS	ALL TESTS TAKEN % MASTERING ALL OBJECTIVES
All Students	470	22	2
Male	330	20	2
Female	136	24	0
Native American	1	-	-
Asian	1	-	-
African American	1	-	-
Hispanic	464	22	2
White	3	-	-
*Economically Disadvantaged: Yes	425	21	2
No	43	26	2
*Chapter 1 Regular Program: Yes	163	21	1
No	303	22	2
*Migrant Status: Former	19	5	5
Current	21	29	5
Nonmigrant	412	22	1
*Chapter 1 Migrant: Remedial Writing	13	15	8
Remedial Reading	21	14	5
Remedial Mathematics	9	11	0
Eligible Nonparticipants	19	21	5
*Limited English Proficient: Yes	470	22	2
No	0	-	-
*Bilingual/ESL Program: Bilingual	408	23	2
ESL	36	6	0
Neither	23	17	0
*Special Education: Learning Disability	133	19	3
Emotionally Disturbed	9	11	0
Speech Handicapped	336	22	1
Visually Handicapped	7	43	0
Other Handicap Condition	28	18	0
Not In Special Education	0	-	-
*Gifted-Talented Program: Yes	9	44	0
No	457	21	2
*At-Risk: Yes	470	22	2
No	0	-	-
*Continuous Enrollment: One Year	25	8	0
Two Years	35	23	3
Three Years	191	26	2
Four Years	118	17	2
Five Years	19	37	0
More Than Five Years	2	-	-

FIGURE 32

BEST COPY AVAILABLE

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT

GRADE: **03-SPANISH**

#NON SPECIAL EDUCATION STUDENTS

REPORT DATE: **DECEMBER 1991**

DATE OF TESTING: **OCTOBER 1991**

STATEWIDE

TEST PERFORMANCE

	MASTERING NUMBER	MASTERING PERCENT
WRITING		
COMUNICACION ESCRITA		
1-4 NO SON PARTE DEL EXAMEN EN ESPANOL		
5. CONSTRUCCION DE ORACIONES	8101	59
6. USO DE PALABRAS Y FRASES EN ESPANOL	7433	54
7. ORTOGRAFIA, MAYUSCULAS, MINUSCULAS Y PUNCTUACION	3502	26
NUMBER TESTED IN WRITING: 13654 AVERAGE SCALE SCORE: 1460		
TOTAL WRITING: MET MINIMUM EXPECTATIONS	5738	42
MASTERED ALL OBJECTIVES	2447	18
READING		
COMPRENSION DE LECTURA		
1. SIGNIFICADO DE PALABRAS	7834	57
2. IDEAS SECUNDARIAS	8469	62
3. RESUMENES	6304	46
4. RELACIONES Y RESULTADOS	7572	55
5. INFERENCIAS Y GENERALIZACIONES	10480	76
6. PUNTO DE VISTA, PROPAGANDA Y HECHOS/NO HECHOS	9069	66
NUMBER TESTED IN READING: 13727 AVERAGE SCALE SCORE: 1527		
TOTAL READING: MET MINIMUM EXPECTATIONS	7644	56
MASTERED ALL OBJECTIVES	3816	28
MATHEMATICS		
CONCEPTOS		
1. CONCEPTOS DE NUMERO	11183	81
2. RELACIONES Y FUNCIONES MATEMATICAS/ALGEBRAICAS	11926	87
3. PROPIEDADES Y RELACIONES GEOMETRICAS	12649	92
4. CONCEPTOS DE MEDIDA	10057	73
5. PROBABILIDAD Y ESTADISTICAS	11220	82
OPERACIONES		
6. SOLUCIONES CON LA SUMA	9249	67
7. SOLUCIONES CON LA RESTA	10333	75
8/9. SOLUCIONES CON LA MULTIPLICACION/DIVISION	11156	81
PROBLEMAS RAZONADOS		
10/13. APROXIMACIONES/EVALUACION DE LO RAZONABLE	5719	42
11. PROBLEMAS RAZONADOS USANDO ESTRATEGIAS	8842	64
12. PROBLEMAS RAZONADOS: REPRESENTACIONES MATEMATICAS	8040	58
NUMBER TESTED IN MATHEMATICS: 13747 AVERAGE SCALE SCORE: 1598		
TOTAL MATHEMATICS: MET MINIMUM EXPECTATIONS	9904	72
MASTERED ALL OBJECTIVES	1904	14

GROUP CHARACTERISTICS

	NUMBER	PERCENT
Total Answer Documents Submitted	14159	100
Students Absent From All Tests	69	0
Students Exempt From All Tests: ARD	115	1
Other Students Not Tested	74	1
Number Of Students Tested	13901	98

GROUP PERFORMANCE

- = no data reported for fewer than five students

* = status as of March 15, 1991

		ALL TESTS TAKEN	
	NUMBER TESTED	% MEETING MINIMUM EXPECTATIONS	% MASTERING ALL OBJECTIVES
All Students	13901	33	5
Male	7005	29	4
Female	6764	38	5
Native American	19	79	16
Asian	10	40	0
African American	17	18	0
Hispanic	13615	33	5
White	39	33	5
*Economically Disadvantaged: Yes	11721	34	5
No	1614	29	5
*Chapter 1 Regular Program: Yes	4228	35	5
No	9047	33	4
*Migrant Status: Former	450	31	6
Current	510	31	6
Nonmigrant	11978	34	4
*Chapter 1 Migrant: Remedial Writing	204	32	7
Remedial Reading	476	26	5
Remedial Mathematics	293	27	6
Eligible Nonparticipants	405	38	8
*Limited English Proficient: Yes	13901	33	5
No	0	-	-
*Bilingual/ESL Program: Bilingual	11626	36	5
ESL	885	15	1
Neither	968	22	3
*Special Education: Learning Disability	0	-	-
Emotionally Disturbed	0	-	-
Speech Handicapped	0	-	-
Visually Handicapped	0	-	-
Other Handicap Condition	0	-	-
Not In Special Education	13288	34	5
*Gifted-Talented Program: Yes	184	54	7
No	13177	33	5
*At-Risk: Yes	13901	33	5
No	0	-	-
*Continuous Enrollment: One Year	2046	28	4
Two Years	1696	39	6
Three Years	4632	38	6
Four Years	1594	28	3
Five Years	265	31	4
More Than Five Years	21	19	0
#Students With No Information Provided As To Special Education Status	613	20	3

FIGURE 33

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS

02/23/92

REPORT DATE DECEMBER 1991

DATE OF TESTING OCTOBER 1991

GRADE 03-SPANISH

STATEWIDE

* = STATUS AS OF MARCH 15, 1991

		WRITING								READING									
	PERCENT MEETING MINIMUM EXPECTATIONS ON ALL TESTS TAKEN	NUMBER OF STUDENTS TESTED	COMUNICACION ESCRITA 1-4 NO SON PARTE DEL EXAMEN EN ESPAÑOL	5 CONSTRUCCION DE ORACIONES	6 USO DE PALABRAS Y FRASES EN ESPAÑOL	7 ORTOGRAFIA, MAYUSCULAS, MINUSCULAS Y PUNTUACION	AVERAGE SCALE SCORE	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	NUMBER OF STUDENTS TESTED	COMPRENSION DE LECTURA 1 SIGNIFICADO DE PALABRAS	2 IDEAS SECUNDARIAS	3 RESUMENES	4 RELACIONES Y RESULTADOS	5 INFERENCIAS Y GENERALIZACIONES	6 PUNTO DE VISTA, PROPAGANDA Y HECHOS/NO HECHOS	AVERAGE SCALE SCORE	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES
			NUMBER AND PERCENT OF STUDENTS DEMONSTRATING OBJECTIVE MASTERY - = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS								PERCENT OF STUDENTS DEMONSTRATING OBJECTIVE MASTERY - = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS								
ALL STUDENTS TESTED	33	14142		59	54	25	1466	42	18	14215	56	61	45	55	76	65	1523	55	27
MALE	29	7217		55	49	22	1445	37	15	7239	52	56	42	50	71	62	1500	50	24
FEMALE	37	6793		64	[illegible]	[illegible]	[illegible]	47	[illegible]	6844	61	67	[illegible]	60	81	70	1549	61	[illegible]
NO INFORMATION PROVIDED	16	132		45	46	16	1392	26	11	132	45	52	35	45	62	48	1453	43	17
NATIVE AMERICAN	75	20		85	90	50	1621	85	45	20	75	85	70	65	85	65	1610	80	25
ASIAN	[illegible]	10		80	70	0	[illegible]	50	0	11	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1528	[illegible]	[illegible]
AFRICAN AMERICAN	[illegible]	17		[illegible]	47	[illegible]	[illegible]	[illegible]	[illegible]	18	50	50	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	50	17
HISPANIC	[illegible]	13863		[illegible]	[illegible]	[illegible]	1467	[illegible]	18	13925	57	61	[illegible]	55	[illegible]	[illegible]	1524	55	[illegible]
WHITE	[illegible]	42		[illegible]	[illegible]	[illegible]	1490	[illegible]	[illegible]	42	50	50	48	31	57	[illegible]	1480	45	[illegible]
NO INFORMATION PROVIDED	25	190		46	44	15	1404	28	10	199	47	56	39	51	73	50	1485	45	21
*ECONOMICALLY DISADVANTAGED: YES	34	11966		61	55	26	1474	43	18	12019	57	62	46	55	76	67	1527	56	28
NO	[illegible]	1625		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	16	1635	54	59	[illegible]	[illegible]	76	60	1514	53	[illegible]
NO INFO. PROV.	19	551		38	36	12	1371	23	8	561	43	52	37	45	68	46	1464	39	19
*CHAPTER 1 REGULAR PROGRAM: YES	34	4323		62	56	27	1481	44	19	4336	57	62	47	56	77	68	1532	57	27
NO	[illegible]	9207		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	18	9256	[illegible]	[illegible]	[illegible]	[illegible]	76	[illegible]	[illegible]	55	[illegible]
NO INFO. PROV.	20	612		41	37	12	1375	24	8	623	44	53	37	48	70	46	1466	40	19
*MIGRANT STATUS: FORMER	30	462		69	55	22	1482	43	17	464	54	60	39	50	73	66	1509	52	26
CURRENT	31	513		[illegible]	50	[illegible]	1463	[illegible]	16	518	50	53	40	50	70	60	1495	[illegible]	[illegible]
NONMIGRANT	[illegible]	12212		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	12267	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFORMATION PROVIDED	27	955		48	46	21	1422	35	14	966	51	60	42	54	74	55	1499	49	24
*CHAPTER 1 MIGRANT: REMEDIAL WRITING	31	213		66	53	23	1470	44	16	214	55	58	40	52	71	63	1506	52	25
REMEDIAL READING	[illegible]	[illegible]		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1473	[illegible]	[illegible]
REMEDIAL MATHEMATICS	[illegible]	296		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	296	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1486	[illegible]	[illegible]
ELIGIBLE NONPARTICIPANTS	[illegible]	[illegible]		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1532	[illegible]	[illegible]
NO INFORMATION PROVIDED	20	729		42	40	14	1383	24	9	738	45	56	38	50	70	47	1474	43	20
*LIMITED ENGLISH PROFICIENT: YES	33	14142		59	54	25	1466	42	18	14215	56	61	45	55	76	65	1523	55	27
NO	---	0		---	---	---	----	---	---	0	---	---	---	---	---	---	----	---	---
NO INFO. PROV.	---	0		---	---	---	----	---	---	0	---	---	---	---	---	---	----	---	---
*BILINGUAL/ESL PROGRAM: BILINGUAL	35	11876		62	57	28	1483	45	20	11922	59	64	47	57	78	69	1530	58	29
ESL	[illegible]	892		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	903	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1395	30	[illegible]
NEITHER	[illegible]	965		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	10	970	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFORMATION PROV.	21	409		43	39	14	1382	25	9	420	43	54	37	47	70	47	1466	41	17

FIGURE 34

TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS

02/23/92

REPORT DATE DECEMBER 1991
DATE OF TESTING OCTOBER 1991
GRADE 03-SPANISH
STATEWIDE

* = STATUS AS OF MARCH 15, 1991

WRITING: COMUNICACION ESCRITA — NUMBER AND PERCENT OF STUDENTS DEMONSTRATING OBJECTIVE MASTERY

READING: COMPRENSION DE LECTURA — PERCENT OF STUDENTS DEMONSTRATING OBJECTIVE MASTERY

- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

	PERCENT MEETING MINIMUM EXPECTATIONS ON ALL TESTS TAKEN	WRITING: NUMBER OF STUDENTS TESTED	1-4 NO SON PARTE DEL EXAMEN EN ESPAÑOL	5 CONSTRUCCION DE ORACIONES	6 USO DE PALABRAS Y FRASES EN ESPAÑOL	7 ORTOGRAFIA, MAYUSCULAS, MINUSCULAS Y PUNTUACION	AVERAGE SCALE SCORE	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES	READING: NUMBER OF STUDENTS TESTED	1 SIGNIFICADO DE PALABRAS	2 IDEAS SECUNDARIAS	3 RESUMENES	4 RELACIONES Y RESULTADOS	5 INFERENCIAS Y GENERALIZACIONES	6 PUNTO DE VISTA, PROPAGANDA Y HECHOS/NO HECHOS	AVERAGE SCALE SCORE	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES
*SPECIAL EDUCATION: LEARNING DISABILITY	19	102		40	21	10	1348	21	4	102	19	28	16	26	56	34	1345	26	5
EMOTIONALLY DISTURBED	[illegible]	8		38	38	0	[illegible]	13	0	8	38	0	0	38	75	38	[illegible]	13	0
SPEECH HANDICAPPED	[illegible]	321		[illegible]	[illegible]	21	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
VISUALLY HANDICAPPED	[illegible]	7		57	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	7	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
OTHER HANDICAP CONDITION	[illegible]	25		[illegible]	[illegible]	20	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NOT IN SPECIAL EDUCATION	[illegible]	13063		60	[illegible]	[illegible]	[illegible]	[illegible]	18	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFORMATION PROVIDED	20	591		41	37	13	1380	24	8	600	45	54	37	48	70	47	1470	41	19
*GIFTED-TALENTED PROGRAM: YES	63	193		78	74	39	1551	63	32	193	63	72	58	66	85	80	1606	[illegible]	42
NO	[illegible]	[illegible]		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFO. PROV.	21	525		43	40	14	1386	25	9	537	45	54	36	50	69	49	1474	41	19
*AT-RISK: YES	33	14142		59	54	25	1466	42	18	14215	56	61	45	55	76	65	1523	55	27
NO	---	0		---	---	---	----	---	---	0	---	---	---	---	---	---	----	---	---
NO INFORMATION PROVIDED	---	0		---	---	---	----	---	---	0	---	---	---	---	---	---	----	---	---
*CONTINUOUS ENROLLMENT: ONE YEAR	28	2042		52	51	20	1437	35	14	2046	54	58	43	54	74	60	1513	53	26
TWO YEARS	[illegible]	[illegible]		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
THREE YEARS	[illegible]	[illegible]		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
FOUR YEARS	[illegible]	[illegible]		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1685	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
FIVE YEARS	[illegible]	281		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	280	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
MORE THAN FIVE YEARS	[illegible]	[illegible]		[illegible]	[illegible]	10	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NO INFO. PROV.	26	3617		53	50	20	1434	35	14	3675	56	60	44	65	76	62	1516	53	26

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TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS

02/23/92

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS

PAGE 1 OF 2

REPORT DATE DECEMBER 1991
DATE OF TESTING OCTOBER 1991
GRADE 03-SPANISH
STATEWIDE

* = STATUS AS OF MARCH 15, 1991

MATHEMATICS

PERCENT OF STUDENTS DEMONSTRATING MASTERY
- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

	NUMBER OF STUDENTS TESTED	CONCEPTOS					OPERACIONES			PROBLEMAS RAZONADOS					
		1 CONCEPTOS DE NUMERO	2 RELACIONES Y FUNCIONES MATEMATICAS/ALGEBRAICAS	3 PROPIEDADES Y RELACIONES GEOMETRICAS	4 CONCEPTOS DE MEDIDA	5 PROBABILIDAD Y ESTADISTICAS	6 SOLUCIONES CON LA SUMA	7 SOLUCIONES CON LA RESTA	8-9 SOLUCIONES CON LA MULTIPLICACION/DIVISION	10/13 APROXIMACIONES/EVALUACION DE LO RAZONABLE	11 PROBLEMAS RAZONADOS USANDO ESTRATEGIAS	12 PROBLEMAS RAZONADOS REPRESENTACIONES MATEMATICAS	AVERAGE SCALE SCORE	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES
ALL STUDENTS TESTED	14265	81	86	92	73	81	67	75	81	41	64	58	1595	72	14
MALE	7284	82	86	92	74	80	65	75	80	39	64	56	1590	70	13
FEMALE	6851	80	87	93	73	83	69	76	82	43	64	61	1603	73	14
NO INFORMATION PROVIDED	130	64	72	82	59	67	57	73	76	35	55	48	1511	55	5
NATIVE AMERICAN	20	95	100	100	95	100	90	90	90	80	85	75	1819	90	70
ASIAN	11	91	100	91	73	91	73	91	91	27	82	55	1584	73	0
AFRICAN AMERICAN	18	56	72	61	67	78	44	78	67	56	67	44	1500	56	6
HISPANIC	13978	81	87	92	73	81	67	75	81	41	64	58	1596	72	14
WHITE	42	79	93	95	76	88	50	62	71	40	83	64	1577	69	12
NO INFORMATION PROVIDED	196	74	80	85	63	72	70	76	73	44	63	59	1563	65	12
*ECONOMICALLY DISADVANTAGED: YES	12076	82	87	92	74	83	67	75	81	42	64	58	1600	73	14
NO	1631	76	84	90	68	76	65	73	80	40	62	58	1572	68	13
NO INFO. PROV.	558	68	78	85	56	66	57	74	74	41	59	55	1545	60	11
*CHAPTER 1 REGULAR PROGRAM: YES	4359	82	87	93	75	83	66	76	82	41	64	58	1600	73	15
NO	9286	81	86	92	73	81	67	75	81	41	64	58	1596	72	14
NO INFO. PROV.	620	69	79	85	58	69	57	75	75	43	59	55	1547	60	12
*MIGRANT STATUS: FORMER	462	82	89	93	74	85	68	67	83	44	64	60	1602	73	17
CURRENT	527	80	83	91	70	81	70	73	85	32	62	62	1606	70	16
NONMIGRANT	12320	82	87	92	74	82	67	76	81	41	64	58	1596	72	13
NO INFORMATION PROVIDED	956	75	82	88	64	76	66	79	74	43	62	60	1580	68	14
*CHAPTER 1 MIGRANT: REMEDIAL WRITING	217	87	85	96	76	88	72	71	83	51	71	66	1639	76	24
REMEDIAL READING	492	80	84	93	71	84	64	70	84	43	65	60	1593	70	16
REMEDIAL MATHEMATICS	300	78	85	93	73	86	69	71	86	43	65	65	1606	71	19
ELIGIBLE NONPARTICIPANTS	418	83	85	92	73	83	72	73	85	47	65	62	1620	73	17
NO INFORMATION PROVIDED	732	70	78	85	68	69	66	76	74	41	59	55	1549	61	11
*LIMITED ENGLISH PROFICIENT: YES	14265	81	86	92	73	81	67	75	81	41	64	58	1595	72	14
NO	0	---	---	---	---	---	---	---	---	---	---	---	----	---	---
NO INFO. PROV.	0	---	---	---	---	---	---	---	---	---	---	---	----	---	---
*BILINGUAL/ESL PROGRAM: BILINGUAL	11963	83	88	93	75	83	68	76	82	42	65	60	1606	74	14
ESL	1609	71	81	85	65	70	59	70	71	35	57	51	1529	57	8
NEITHER	274	72	81	87	63	70	59	73	72	37	60	51	1542	59	9
NO INFORMATION PROV.	419	69	79	85	59	69	65	77	76	42	61	57	1555	63	12

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TAAS

02/23/92

TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY - ALL STUDENTS

REPORT DATE DECEMBER 1991

DATE OF TESTING OCTOBER 1991

GRADE 03-SPANISH

STATEWIDE

* = STATUS AS OF MARCH 15, 1991

MATHEMATICS

PERCENT OF STUDENTS DEMONSTRATING MASTERY
- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS

		CONCEPTOS					OPERACIONES			PROBLEMAS RAZONADOS					
		1	2	3	4	5	6	7	8/9	10/13	11	12			
	NUMBER OF STUDENTS TESTED	CONCEPTOS DE NUMERO	RELACIONES Y FUNCIONES MATEMATICAS/ALGEBRAICAS	PROPIEDADES Y RELACIONES GEOMETRICAS	CONCEPTOS DE MEDIDA	PROBABILIDAD Y ESTADISTICAS	SOLUCIONES CON LA SUMA	SOLUCIONES CON LA RESTA	SOLUCIONES CON LA MULTIPLICACION/DIVISION	APROXIMACIONES/EVALUACION DE LO RAZONABLE	PROBLEMAS RAZONADOS USANDO ESTRATEGIAS	PROBLEMAS RAZONADOS REPRESENTACIONES MATEMATICAS	AVERAGE SCALE SCORE	PERCENT MEETING MINIMUM EXPECTATIONS	PERCENT MASTERING ALL OBJECTIVES
*SPECIAL EDUCATION: LEARNING DISABILITY	129	61	74	80	57	62	47	61	72	37	52	47	1481	49	7
EMOTIONALLY DISTURBED	9	[illegible]	67	[illegible]	56	78	[illegible]	78	67	33	33	44	1544	67	0
SPEECH HANDICAPPED	330	75	77	[illegible]	[illegible]	76	[illegible]	70	73	33	57	29	1544	58	9
VISUALLY HANDICAPPED	6	83	100	100	67	67	83	83	83	50	67	67	1633	83	0
OTHER HANDICAP CONDITION	26	[illegible]	81	85	[illegible]	81	[illegible]	77	85	35	62	42	1546	65	8
NOT IN SPECIAL EDUCATION	131[illegible]	[illegible]	87	92	73	81	67	76	81	42	65	59	1600	72	14
NO INFORMATION PROVIDED	603	71	80	86	58	69	66	74	75	44	60	57	1555	63	13
*GIFTED-TALENTED PROGRAM: YES	193	91	94	93	84	92	77	77	91	47	76	65	1669	88	18
NO	13537	81	87	93	73	81	67	76	81	41	64	58	1596	72	14
NO INFO. PROV.	535	69	81	87	69	71	68	75	76	43	62	56	1556	64	12
*AT-RISK: YES	14265	81	86	92	73	81	67	75	81	41	64	58	1595	72	14
NO	0	---	---	---	---	---	---	---	---	---	---	---	----	---	---
NO INFORMATION PROVIDED	0	---	---	---	---	---	---	---	---	---	---	---	----	---	---
*CONTINUOUS ENROLLMENT: ONE YEAR	2063	78	86	90	69	79	68	75	81	40	62	58	1586	68	14
TWO YEARS	1713	[illegible]	84	93	74	84	[illegible]	77	84	43	67	63	1616	75	16
THREE YEARS	4810	[illegible]	85	93	72	85	[illegible]	76	83	43	66	59	1611	75	15
FOUR YEARS	1709	[illegible]	86	93	75	83	[illegible]	76	79	41	65	54	1582	70	11
FIVE YEARS	283	[illegible]	89	92	76	85	[illegible]	73	80	41	59	60	1601	73	13
MORE THAN FIVE YEARS	33	[illegible]	83	91	74	70	[illegible]	67	78	13	53	48	1540	52	0
NO INFO. PROV.	3678	77	83	91	68	76	67	75	79	40	62	56	1576	68	12

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District Analysis Report

Texas Assessment of Academic Skills
Grade 3 Spanish
October 1991

TEXAS EDUCATION AGENCY
TEXAS ASSESSMENT OF ACADEMIC SKILLS
OCTOBER 1991 TAAS PERFORMANCE
NON SPECIAL EDUCATION AND "NO INFO. PROVIDED" STUDENTS
GRADE 3 SPANISH

NOVEMBER 2, 1992

NUMBER OF DISTRICTS	CATEGORIES	NUMBER OF STUDENTS TESTED OCT 1991	PERCENT MET MIN EXP. ALL TSTS TAKEN OCT 1991	-AVERAGE SCALE SCORE- OCTOBER 1991 WRITING	READING	MATH	-AVERAGE SCALE SCORE- GAIN/LOSS OCT 1991 - OCT 1990 WRITING	READING	MATH	NUMBER OF STUDENTS NEEDING ANY REMEDIATION
ENROLLMENT GROUPINGS										
8	OVER 50,000	6,824	35	1475	1536	1596	13	-24	12	4,452
18	25,000 TO 49,999	2,145	28	1445	1508	1586	18	-40	15	1,540
47	10,000 TO 24,999	2,985	37	1489	1540	1620	46	4	38	1,892
45	5,000 TO 9,999	884	31	1468	1509	1610	42	21	29	611
50	3,000 TO 4,999	462	25	1431	1503	1553	39	37	19	346
61	1,600 TO 2,999	428	29	1433	1489	1587	84	37	91	306
30	1,000 TO 1,599	106	10	1354	1400	1516	13	-14	54	95
31	500 TO 999	65	11	1327	1398	1510	-1	-28	45	58
36	UNDER 500	62	24	1399	1459	1551	145	131	131	47
DISTRICT TYPE										
8	MAJOR URBAN	6,837	35	1475	1536	1596	13	-24	12	4,456
54	MAJOR SUBURBAN	2,603	30	1454	1517	1589	21	-30	12	1,829
24	OTHER CENTRAL CITY	1,780	37	1492	1542	1621	37	-14	37	1,119
40	OTHER CC SUBURBAN	1,291	30	1456	1505	1600	47	30	62	906
43	INDEPENDENT TOWN	673	33	1478	1520	1609	81	47	16	448
19	NON-METRO FAST GROWING	456	30	1442	1508	1599	51	4	66	320
87	NON-METRO STABLE	253	17	1383	1447	1522	68	81	66	211
51	RURAL	68	15	1351	1406	1535	31	6	41	58
WEALTH (MEDIAN=$140,578)										
42	UNDER $76,272	3,635	37	1491	1545	1624	52	22	42	2,276
26	$76,272 TO $90,118	1,218	36	1497	1563	1599	25	-19	37	777
31	$90,119 TO $106,053	151	17	1365	1435	1529	15	-46	1	125
35	$106,054 TO $124,839	1,115	40	1513	1545	1585	62	-24	39	667
35	$124,840 TO $140,577	1,018	25	1434	1498	1578	7	-51	14	759
33	$140,578 TO $165,104	458	23	1415	1452	1555	39	-22	24	351
42	$165,105 TO $202,678	806	23	1416	1483	1580	9	-12	10	619
29	$202,679 TO $259,734	3,134	40	1490	1572	1620	-13	-25	-12	1,884
37	$259,735 TO $438,516	2,378	22	1420	1458	1562	38	-18	37	1,848
16	OVER $438,516	48	15	1340	1433	1510	-31	21	-29	41
0	SPECIAL DISTRICTS	0	0	0	0	0	0	0	0	0
WEALTH (ST AVG=$181,540)										
217	UNDER $181,540	8,101	34	1478	1530	1600	38	-8	33	5,343
109	OVER $181,540	5,860	32	1457	1522	1594	6	-22	7	4,004
0	SPECIAL DISTRICTS	0	0	0	0	0	0	0	0	0

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TEXAS ASSESSMENT OF ACADEMIC SKILLS
OCTOBER 1991 TAAS PERFORMANCE
NON SPECIAL EDUCATION AND "NO INFO. PROVIDED" STUDENTS
GRADE 3 SPANISH

NOVEMBER 2, 1992

NUMBER OF DISTRICTS	CATEGORIES	NUMBER OF STUDENTS TESTED OCT 1991	PERCENT MET MIN EXP. ALL TSTS TAKEN OCT 1991	-AVERAGE SCALE SCORE- OCTOBER 1991 WRITING	READING	MATH	-AVERAGE SCALE SCORE- GAIN/LOSS OCT 1991 - OCT 1990 WRITING	READING	MATH	NUMBER OF STUDENTS NEEDING ANY REMEDIATION
WEALTH BY EQUAL PUPILS PER GROUP										
20	UNDER $44,827	1,927	39	1502	1552	1627	48	12	37	1,170
18	$44,827 TO < $63,744	1,562	36	1481	1539	1627	54	30	42	1,006
14	$63,744 TO < $81,747	1,331	36	1499	1564	1595	42	-3	43	847
30	$81,747 TO < $99,824	67	7	1326	1368	1507	10	-22	56	62
24	$99,824 TO < $108,067	149	21	1381	1451	1527	23	-45	-13	117
17	$108,067 TO < $120,027	1,072	41	1518	1550	1589	64	-25	41	633
21	$120,027 TO < $130,961	291	22	1414	1476	1548	46	21	65	226
15	$130,961 TO < $136,490	136	10	1355	1400	1511	5	-69	28	122
10	$136,490 TO < $140,227	602	30	1460	1528	1605	-5	-65	-6	421
16	$140,227 TO < $155,509	94	16	1385	1476	1531	3	3	17	79
13	$155,509 TO < $163,412	244	32	1474	1489	1595	57	-37	45	165
15	$163,412 TO < $176,418	214	16	1357	1392	1522	19	-40	5	180
17	$176,418 TO < $190,732	526	22	1403	1474	1576	5	-10	-1	409
20	$190,732 TO < $215,663	210	24	1451	1516	1595	26	2	34	159
15	$215,663 TO < $240,258	123	21	1380	1461	1569	7	-5	92	97
1	$240,258 TO < $240,954	2,662	41	1492	1580	1619	-16	-24	-20	1,574
10	$240,954 TO < $277,696	585	40	1511	1564	1626	14	-26	16	349
4	$277,696 TO < $300,182	1,377	16	1390	1414	1541	27	-24	30	1,153
16	$300,182 TO < $344,184	541	27	1437	1500	1583	41	-33	56	396
30	$344,184 AND OVER	248	27	1448	1499	1586	61	25	17	182
0	SPECIAL DISTRICTS	0	0	0	0	0	0	0	0	0
TOTAL TAX EFFORT (ST AVG=$1.1629)										
59	UNDER 1.0519	3,704	38	1481	1562	1614	5	-9	-8	2,310
85	1.0519 TO UNDER 1.1541	3,589	35	1486	1537	1588	42	-18	35	2,335
84	1.1541 TO UNDER 1.2517	3,702	27	1444	1485	1588	28	-14	23	2,701
98	1.2517 AND OVER	2,966	33	1461	1521	1600	30	-7	44	2,001
0	SPECIAL DISTRICTS	0	0	0	0	0	0	0	0	0
M&O EFF. TAX EFFORT (ST AVG=$1.0063)										
81	UNDER 0.8805	7,755	40	1498	1566	1615	28	-6	23	4,665
89	0.8805 TO 0.9896	1,346	25	1441	1497	1574	32	-4	12	1,003
88	0.9897 TO 1.1205	3,437	22	1422	1461	1571	34	-9	31	2,673
68	OVER 1.1205	1,423	29	1445	1499	1585	6	-41	12	1,006
0	SPECIAL DISTRICTS	0	0	0	0	0	0	0	0	0
HIGHEST PROPERTY VALUE CATEGORY										
169	RESIDENTIAL	7,755	35	1481	1536	1605	38	-7	33	5,034
43	LAND	230	26	1428	1495	1580	-3	-26	24	170
42	OIL AND GAS	412	25	1452	1459	1597	56	42	63	307
72	BUSINESS	5,564	31	1454	1520	1588	6	-23	4	3,836
0	SPECIAL DISTRICTS	0	0	0	0	0	0	0	0	0

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GRADE 3 SPANISH

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AEI GROUPS: PUPILS¦WEALTH¦% LOW INC										
17	<1K ¦ < AVG. ¦ <40%	17	6	1256	1308	1544	11	-24	169	16
25	<1K ¦ < AVG. ¦ >=40	85	19	1403	1446	1519	76	-4	80	69
11	<1K ¦ > AVG. ¦ <40%	12	8	1279	1355	1534	23	-4	20	11
14	<1K ¦ > AVG. ¦ >=40	13	31	1315	1528	1576	-14	203	42	9
23	1K TO < 3K ¦ < AVG. ¦ <40%	29	7	1284	1348	1422	-18	-41	64	27
42	1K TO < 3K ¦ < AVG. ¦ >=40	425	27	1431	1485	1584	81	36	89	310
13	1K TO < 3K ¦ > AVG. ¦ <40%	17	18	1343	1437	1584	102	114	184	14
13	1K TO < 3K ¦ > AVG. ¦ >=40	63	21	1415	1450	1564	35	9	68	50
32	3K TO < 10K ¦ < AVG. ¦ <40%	53	11	1332	1398	1451	-43	-29	-55	47
33	3K TO < 10K ¦ < AVG. ¦ >=40	1,167	32	1473	1515	1604	51	26	30	798
26	3K TO < 10K ¦ > AVG. ¦ <40%	114	12	1342	1467	1514	24	101	56	100
4	3K TO < 10K ¦ > AVG. ¦ >=40	12	0	1339	1523	1647	-161	-17	-33	12
17	>10K ¦ < AVG. ¦ <40%	505	21	1406	1449	1553	31	-34	20	398
30	>10K ¦ < AVG. ¦ >=40	5,822	37	1490	1547	1608	36	-13	32	3,680
19	>10K ¦ > AVG. ¦ <40%	1,200	29	1456	1511	1592	44	-23	38	850
7	>10K ¦ > AVG. ¦ >=40	4,427	33	1463	1528	1597	-3	-25	-3	2,958
0	SPECIAL DISTRICTS	0	0	0	0	0	0	0	0	0
SMALL/SPARSE ADJSTMNT (ST AVG=30.0%)										
211	NO SMALL/SPARSE ADJUSTMENT	13,826	33	1470	1529	1599	24	-14	21	9,067
51	UNDER 22.3%	198	16	1383	1428	1536	97	63	111	167
32	22.3% TO UNDER 31.4%	107	18	1398	1434	1517	45	-26	37	88
14	31.4% TO UNDER 36.8%	14	21	1342	1391	1576	-8	-19	86	11
18	36.8% AND OVER	16	13	1278	1438	1512	-67	81	-33	14
CEI LEVEL (MEDIAN=1.07)										
12	UNDER 1.05	12	0	1299	1400	1523	-48	-59	69	12
43	1.05 TO UNDER 1.07	102	18	1408	1437	1528	68	-6	35	84
55	1.07 TO UNDER 1.09	112	7	1335	1376	1495	12	15	35	104
55	1.09 TO 1.11	531	32	1467	1513	1614	2	-33	9	363
161	1.11 AND OVER	13,204	33	1470	1529	1598	25	-13	22	8,784
OPERATING COST/PUPIL (ST AVG=$3,971)										
89	UNDER $3,714	2,955	34	1474	1525	1598	30	-34	32	1,955
95	$3,714 TO $4,075	6,532	36	1481	1554	1607	24	1	16	4,158
76	$4,076 TO $4,517	3,899	28	1445	1487	1583	27	-19	26	2,812
41	$4,518 TO $5,327	502	27	1453	1485	1599	24	-4	43	367
25	OVER $5,327	73	25	1387	1445	1530	106	145	56	55

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GRADE 3 SPANISH

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ESC REGION										
32	I EDINBURG	2,844	35	1484	1531	1613	48	14	40	1,840
9	II CORPUS CHRISTI	33	33	1459	1517	1654	58	2	128	22
9	III VICTORIA	21	10	1338	1450	1482	30	14	22	19
39	IV HOUSTON	4,326	35	1470	1553	1605	-9	-30	-9	2,804
3	V BEAUMONT	16	6	1298	1317	1429	10	-85	46	15
18	VI HUNTSVILLE	48	10	1343	1408	1518	-8	-34	15	43
27	VII KILGORE	140	19	1425	1450	1575	77	2	29	114
6	VIII MT PLEASANT	14	14	1381	1444	1576	-156	-59	18	12
3	IX WICHITA FALLS	7	29	1366	1501	1698	16	21	-122	5
30	X RICHARDSON	1,889	21	1414	1440	1557	37	-19	33	1,488
24	XI FORT WORTH	486	21	1389	1455	1562	4	-23	17	383
15	XII WACO	80	28	1416	1462	1579	132	49	132	58
24	XIII AUSTIN	367	38	1509	1549	1635	9	-29	6	228
6	XIV ABILENE	5	0	1344	1620	1544	-39	92	-42	5
8	XV SAN ANGELO	30	7	1314	1442	1536	-28	-6	32	28
13	XVI AMARILLO	69	16	1406	1454	1523	56	61	24	58
19	XVII LUBBOCK	107	28	1440	1476	1566	107	93	74	77
11	XVIII MIDLAND	130	17	1402	1424	1559	10	-64	40	108
10	XIX EL PASO	2,793	40	1510	1571	1608	45	-7	41	1,685
22	XX SAN ANTONIO	558	33	1467	1515	1603	50	5	23	375
TAAS: PCT PASSING ALL TESTS TAKEN										
91	UNDER 37%	10,644	35	1476	1534	1601	26	-10	22	6,953
67	37% TO UNDER 44%	1,133	27	1439	1519	1583	4	-25	5	828
82	44% TO UNDER 50%	797	29	1452	1489	1594	30	-17	27	569
43	50% TO UNDER 57%	859	28	1433	1498	1580	37	-21	45	618
43	OVER 57%	528	28	1459	1493	1588	47	-30	14	379
AVERAGE SAT SCORE										
65	UNDER 810	4,843	30	1457	1506	1588	39	0	30	3,404
83	810 TO UNDER 860	6,212	38	1488	1556	1613	5	-24	10	3,824
82	860 TO UNDER 910	1,089	25	1424	1481	1561	36	-14	23	819
72	910 AND OVER	1,649	30	1461	1512	1595	36	-26	29	1,162
24	NO STUDENTS TESTED	168	18	1409	1453	1548	110	71	92	136
AVERAGE ACT SCORE										
84	UNDER 18.25	4,318	30	1458	1498	1596	50	12	43	3,013
59	18.25 TO UNDER 19.5	4,011	36	1474	1556	1608	-14	-29	-10	2,547
85	19.5 TO UNDER 20.5	3,493	37	1492	1549	1597	39	-14	31	2,218
85	20.5 AND OVER	2,058	27	1442	1497	1583	25	-35	21	1,504
13	NO STUDENTS TESTED	81	20	1405	1476	1554	104	95	112	65

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DENSITY (ST AVG=12.77 PUPILS/SQ MI)										
83	LESS THAN 5	186	16	1370	1430	1534	-4	5	38	157
89	5 TO UNDER 20	1,429	30	1463	1502	1607	46	20	23	994
73	20 TO UNDER 100	1,391	28	1452	1505	1584	65	32	56	996
81	100 AND OVER	10,955	34	1473	1534	1599	19	-22	17	7,200
0	SPECIAL DISTRICTS	0	0	0	0	0	0	0	0	0
PUPIL CHG:90/91-91/92 (ST AVG=2.43%)										
69	DECLINING PUPILS	1,017	40	1504	1549	1621	46	4	45	606
129	0% TO UNDER 3%	9,646	33	1467	1527	1594	21	-18	16	6,481
89	3% TO UNDER 6%	1,625	31	1461	1510	1602	16	-20	18	1,114
30	6% TO UNDER 10%	1,347	32	1468	1528	1594	45	6	32	914
9	10% AND OVER	326	29	1433	1512	1606	54	37	96	232
PCT AFRICAN AM PUPILS (ST AVG=14.3%)										
163	UNDER 5%	6,619	36	1487	1542	1606	43	0	39	4,239
55	5% TO UNDER 10%	1,079	22	1426	1480	1567	45	-26	43	838
52	10% TO UNDER 20%	1,177	35	1474	1525	1603	12	-34	9	767
29	20% TO UNDER 30%	179	11	1322	1396	1511	-9	-19	5	159
23	30% TO UNDER 50%	4,886	32	1456	1521	1595	-1	-25	-1	3,327
4	50% AND OVER	21	19	1380	1350	1474	103	-21	-95	17
PCT HISPANIC PUPILS (ST AVG=34.4%)										
33	UNDER 5%	29	7	1318	1395	1508	-62	-71	40	27
52	5% TO UNDER 10%	287	25	1404	1461	1544	39	-10	6	216
68	10% TO UNDER 20%	638	23	1425	1464	1576	43	-17	27	494
34	20% TO UNDER 30%	1,085	28	1434	1499	1577	36	-2	33	786
50	30% TO UNDER 50%	5,662	31	1456	1520	1594	-1	-31	1	3,886
89	50% AND OVER	6,260	37	1493	1547	1610	46	4	40	3,938
PCT MINORITY PUPILS (ST AVG=51.0%)										
5	UNDER 5%	3	0	1247	1267	1527	-43	-233	-63	3
15	5% TO UNDER 10%	11	0	1266	1357	1504	-23	-101	136	11
50	10% TO UNDER 20%	160	17	1356	1403	1509	0	-57	15	133
40	20% TO UNDER 30%	241	13	1366	1439	1534	-17	-53	9	210
86	30% TO UNDER 50%	1,155	29	1458	1503	1587	61	3	40	815
130	50% AND OVER	12,391	34	1473	1532	1601	24	-12	21	8,175

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

TEXAS EDUCATION AGENCY
TEXAS ASSESSMENT OF ACADEMIC SKILLS
OCTOBER 1991 TAAS PERFORMANCE
NON SPECIAL EDUCATION AND "NO INFO. PROVIDED" STUDENTS
GRADE 3 SPANISH

NOVEMBER 2, 1992

NUMBER OF DISTRICTS	CATEGORIES	NUMBER OF STUDENTS TESTED OCT 1991	PERCENT MET MIN EXP. ALL TSTS TAKEN OCT 1991	-AVERAGE SCALE SCORE- OCTOBER 1991 WRITING	READING	MATH	-AVERAGE SCALE SCORE- GAIN/LOSS OCT 1991 - OCT 1990 WRITING	READING	MATH	NUMBER OF STUDENTS NEEDING ANY REMEDIATION
PERCENT LOW INCOME (ST AVG=41.80%)										
41	UNDER 20%	381	23	1412	1479	1554	0	-54	-16	293
50	20% TO UNDER 30%	508	25	1428	1457	1577	68	-5	58	380
67	30% TO UNDER 40%	1,058	25	1430	1498	1572	31	-14	39	790
96	40% TO UNDER 60%	6,565	37	1487	1556	1606	10	-24	10	4,121
46	60% TO UNDER 80%	2,553	25	1431	1472	1569	31	-16	23	1,924
26	80% AND OVER	2,898	38	1487	1537	1623	54	23	47	1,839
AVG. TEACHER EXPER (ST AVG=11.3 YRS)										
71	UNDER 9.7 YEARS	2,831	32	1459	1522	1602	27	-2	21	1,936
96	9.7 TO UNDER 11.2 YEARS	3,288	35	1489	1538	1606	45	-2	49	2,134
98	11.2 TO UNDER 12.4 YEARS	5,962	37	1482	1560	1604	11	-22	7	3,768
61	12.4 YEARS AND OVER	1,880	20	1403	1438	1555	32	-20	24	1,509
AVG. TEACHER SALARY (ST AVG=$27,556)										
37	UNDER $24,516	85	8	1349	1411	1514	52	37	94	78
63	$24,516 TO UNDER $25,617	568	27	1438	1477	1575	79	38	19	413
92	$25,617 TO UNDER $26,913	1,756	31	1462	1522	1602	28	1	30	1,206
134	$26,913 AND OVER	11,552	34	1471	1531	1598	21	-18	19	7,650
PCT MINORITY TCHRS (ST AVG=22.6%)										
115	UNDER 5%	412	19	1371	1420	1526	7	-22	10	333
61	5% TO UNDER 10%	1,085	28	1445	1508	1585	43	-17	47	785
58	10% TO UNDER 20%	1,063	22	1424	1479	1561	38	-25	24	825
22	20% TO UNDER 30%	743	36	1490	1538	1632	2	-38	-1	478
28	30% TO UNDER 50%	3,645	29	1452	1495	1579	31	-24	30	2,579
42	50% AND OVER	7,013	38	1490	1558	1615	23	-1	18	4,347
% TCHRS W ADV DEGREE (ST AVG=30.3%)										
65	UNDER 18.0%	2,837	35	1479	1528	1613	45	10	53	1,849
81	18.0% TO UNDER 24.9%	3,427	38	1499	1554	1603	40	-9	27	2,128
95	24.9% TO UNDER 32.9%	2,138	26	1431	1500	1582	33	-10	28	1,587
85	32.9% AND OVER	5,559	32	1458	1519	1592	5	-26	1	3,783
326	STATE TOTAL	13,961	33	1468	1526	1597	25	-14	21	9,347

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

Appendix A

Texas Assessment of Academic Skills
Instructional Objectives
Grades 3 (English), 5, 7, 9, and Exit Level

LANGUAGE ARTS

DOMAIN: Written Communication

Objective 1: The student will respond appropriately in a written composition to the purpose/audience specified in a given topic.

Objective 2: The student will organize ideas in a written composition on a given topic.

Objective 3: The student will demonstrate control of the English language in a written composition on a given topic.

Objective 4: The student will generate a written composition that develops/supports/elaborates the central idea stated in a given topic.

Objective 5: The student will recognize appropriate sentence construction within the context of a written passage.

Objective 6: The student will recognize appropriate English usage within the context of a written passage.

Objective 7: The student will recognize appropriate spelling, capitalization, and punctuation within the context of a written passage.

DOMAIN: Reading Comprehension

Objective 1: The student will determine the meaning of words in a variety of written texts.

Objective 2: The student will identify supporting ideas in a variety of written texts.

Objective 3: The student will summarize a variety of written texts.

Objective 4: The student will perceive relationships and recognize outcomes in a variety of written texts.

Objective 5: The student will analyze information in a variety of written texts in order to make inferences and generalizations.

Objective 6: The student will recognize points of view, propaganda, and/or statements of fact and nonfact in a variety of written texts.

Texas Assessment of Academic Skills
Instructional Objectives
Grades 3 (English), 5, 7, 9, and Exit Level

MATHEMATICS

DOMAIN: Concepts

Objective 1: The student will demonstrate an understanding of number concepts.

Objective 2: The student will demonstrate an understanding of mathematical relations, functions, and other algebraic concepts.

Objective 3: The student will demonstrate an understanding of geometric properties and relationships.

Objective 4: The student will demonstrate an understanding of measurement concepts using metric and customary units.

Objective 5: The student will demonstrate an understanding of probability and statistics.

DOMAIN: Operations

Objective 6: The student will use the operation of addition to solve problems.

Objective 7: The student will use the operation of subtraction to solve problems.

Objective 8: The student will use the operation of multiplication to solve problems.

Objective 9: The student will use the operation of division to solve problems.

DOMAIN: Problem Solving

Objective 10: The student will estimate solutions to a problem situation.

Objective 11: The student will determine solution strategies and will analyze or solve problems.

Objective 12: The student will express or solve problems using mathematical representation.

Objective 13: The student will evaluate the reasonableness of a solution to a problem situation.

Texas Assessment of Academic Skills
Instructional Objectives
Grade 3 (Spanish)

Artes de lenguaje en español

DOMINIO: Comunicación escrita

Los objetivos números 1 á 4 son examinados con una composición escrita, la cual no es parte del examen en español en este momento.

Objetivo número 5: El estudiante reconocerá estructuras correctas de oraciones dentro del contexto de un pasaje escrito.

Objetivo número 6: El estudiante reconocerá el uso correcto del español dentro del contexto de un pasaje escrito.

Objetivo número 7: El estudiante reconocerá ortografía correcta, el uso correcto de letras mayúsculas y minúsculas, y puntuación correcta dentro del contexto de un pasaje escrito.

DOMINIO: Comprensión de lectura

Objetivo número 1: El estudiante determinará el significado de palabras en varios tipos de textos escritos.

Objetivo número 2: El estudiante identificará ideas secundarias en varios tipos de textos escritos.

Objetivo número 3: El estudiante resumirá varios tipos de textos escritos.

Objetivo número 4: El estudiante percibirá relaciones y reconocerá resultados en varios tipos de textos escritos.

Objetivo número 5: El estudiante analizará información en varios tipos de textos escritos para hacer inferencias y generalizaciones.

Objetivo número 6: El estudiante reconocerá puntos de vista, propaganda, y/o declaraciones que son hechos y no son hechos en varios tipos de textos escritos.

Texas Assessment of Academic Skills
Instructional Objectives
Grade 3 (Spanish)

Matemáticas

DOMINIO: Conceptos

Objetivo número 1: El estudiante demostrará conocimiento de conceptos de números.

Objetivo número 2: El estudiante demostrará conocimiento de relaciones matemáticas, funciones y otros conceptos algebraicos.

Objetivo número 3: El estudiante demostrará conocimiento de propiedades y relaciones geométricas.

Objetivo número 4: El estudiante demostrará conocimiento de conceptos de medida empleando unidades de varios sistemas.

Objetivo número 5: El estudiante demostrará conocimiento de probabilidad y estadísticas.

DOMINIO: Operaciones

Objetivo número 6: El estudiante empleará la operación de sumas para resolver problemas.

Objetivo número 7: El estudiante empleará la operación de restas para resolver problemas.

Objetivo número 8: El estudiante empleará la operación de multiplicación para resolver problemas.

Objetivo número 9: El estudiante empleará la operación de división para resolver problemas.

DOMINIO: Problemas razonados

Objetivo número 10: El estudiante aproximará respuestas a problemas.

Objetivo número 11: El estudiante determinará las estrategias necesarias para obtener respuestas, y analizará o resolverá problemas.

Objetivo número 12: El estudiante expresará o resolverá problemas empleando representaciones matemáticas.

Objetivo número 13: El estudiante evaluará lo razonable que es la solución de un problema.

Texas Educational Assessment of Minimum Skills
Instructional Objectives
Exit Level Mathematics

Objective 1: Select the set of numbers ordered from least to greatest.

Objective 2: Round numbers to a particular place value.

Objective 3: Identify equivalent fractions, decimals,and percents.

Objective 4: Convert numbers from exponential notation to standard notation.

Objective 5: Solve problems involving addition/subtraction/multiplication of fractions and mixed numbers.

Objective 6: Use the basic operations to solve decimal problems.

Objective 7: Solve problems involving addition of integers.

Objective 8: Solve word problems involving multiple operations of whole numbers, decimals, fractions, and mixed numbers.

Objective 9: Solve word problems involving proportions.

Objective 10: Solve word problems involving percent.

Objective 11: Solve word problems involving metric/customary measurements using the basic operations.

Objective 12: Solve problems involving geometric formulas.

Objective 13: Use geometric properties to solve problems involving geometric shapes.

Objective 14: Solve word problems involving averages.

Objective 15: Solve word problems involving simple probability.

Objective 16: Use information from graphs and tables to solve word problems.

Objective 17: Solve word problems using formulas.

Objective 18: Solve problems to determine the value of a variable.

Texas Educational Assessment of Minimum Skills
Instructional Objectives
Exit Level English Language Arts

Reading

Objective 1: Identify the main idea.

Objective 2: Use context to understand the meaning of words.

Objective 3: Use word structure to identify words.

Objective 4: Identify specific details.

Objective 5: Identify the sequence of events.

Objective 6: Draw logical conclusions.

Objective 7: Distinguish between fact and opinion.

Objective 8: Identify the appropriate reference source.

Objective 9: Use reference sources to locate information.

Objective 10: Analyze literary selections.

Writing

Objective 11: Demonstrate knowledge of standard uses of capitalization.

Objective 12: Demonstrate knowledge of standard punctuation.

Objective 13: Recognize the correct spelling of commonly used words.

Objective 14: Demonstrate knowledge of correct English usage.

Objective 15: Demonstrate the ability to distinguish complete sentences from fragments and/or run-ons.

Objective 16: Recognize the sentence that best combines two related sentences.

Objective 17: Demonstrate the ability to proofread a written communication.

Objective 18: Demonstrate the ability to organize a written communication.

Appendix B

Development of the Assessment Instruments

The development phase of the TAAS testing program included a number of activities designed to ensure the production of high quality assessment instruments that accurately reflect what Texas students are being taught. Meetings were held with more than 1,000 educators and laypersons to identify those skills considered requisite for a Texas high school diploma. National experts were consulted to gather information on national trends in the instruction and assessment of mathematics, reading, and writing and to determine the direction of the Texas assessment program in those subject areas. Various strategies for assessment were also discussed.

The Texas essential elements were carefully analyzed in order to identify the strands of learning that cross the curriculum from the primary through the secondary levels. These strands were then translated into a broad set of test objectives that are consistent across grade levels. The objectives were adopted by the State Board of Education in November 1988.

After the objectives were adopted, specific instructional targets were formulated for each test objective. The instructional targets reflect grade-specific skill levels and thus vary from grade level to grade level. Test specifications were then developed for each subject area and for each grade level. In addition to the test objectives and instructional targets, these specifications also included an explanation of the content eligible for testing, a description of the test item format, and sample test questions. A draft of these specifications was reviewed by committees of Texas educators. Texas classroom teachers, curriculum specialists, administrators, education service center personnel, and a few university professors comprised these committees, which were formed by grade and subject area. Committee members were chosen to represent each education service center region, every type and size of school district, and the three major ethnic groups found in Texas. The committee's suggestions for revisions to the draft specifications were incorporated into the final versions of the TAAS measurement specifications. In July 1989 these documents were mailed to all school districts and education service centers.

The next stage in the development of the TAAS program was the development of more than 4,000 test items, which were written according to the test specifications and reviewed by Texas educator committees. The committees scrutinized each test item for appropriateness of content and difficulty and for cultural, ethnic, and sex bias. Based on the committee's recommendations, items were approved, revised, or rejected.

The test items that survived the committee reviews were field tested in October 1989 in 784 Texas school districts with more than 200,000 students in Grades 3, 5, 7, 9, and 11 participating. Data from the field test included:

- numbers of students by ethnicity and gender in each sample;
- percent of total students choosing the correct answer and each incorrect response;
- percent of students by sex and by major ethnic group who chose the correct answer and each incorrect response;
- point biserial correlations to determine the relationship between a correct response on a particular test item and the score obtained on the total subject area test; and
- various Rasch and Mantel-Haenszel indices to determine the relative difficulty of each test item and to identify greater-than-expected differences in performance on an item by gender and ethnicity.

Field test data were reviewed by Texas educator review committees in January and early February 1990. Representatives from 219 Texas school districts as well as from several education service centers participated in these meetings. Committee members voted to accept, accept with reservations, or to reject each of the 4,000 items. In addition, groups of minority Texas educators conducted separate minority bias reviews of each item in the exit level test. They then reported specific bias concerns to the exit level committee, and these concerns were taken into consideration by the committee prior to voting on each item.

Test blueprints were developed that reflected the relative emphasis for each objective as recommended by the educator review committees and the Agency's curriculum staff. The TAAS tests were constructed to:

- represent the range of content and difficulty of field tested items;
- include only those items determined acceptable by the educator review committees and those judged to be free of sex or ethnic bias; and
- reflect instructional emphases of the 1990s--problem solving and complex thinking.

The TAAS writing, reading, and mathematics tests were administered for the first time in October 1990. The measurement specifications were updated in the spring of 1990 to reflect changes in the essential elements. The revised specifications were sent to districts in August 1990.

The TEAMS exit level test was developed with the same care and thoroughness as that given to the development of the TAAS tests. The Texas Education Agency held meetings across the state and conducted surveys of students, teachers, and administrators to ensure that the assessment instrument would be based on appropriate learning objectives in which students had been adequately instructed. As a result of these extensive inquiries, objectives were selected for mathematics and English language arts at the exit level. Test items were developed, examined closely by review committees of educators, and then field tested in order to obtain test item statistics. In addition, special committee meetings of Texas educators were convened and statistical analyses were conducted in order to ensure that test items were not biased against any minority group. After these analyses, subject area tests were constructed to include four items measuring each instructional objective.

Appendix A lists the TAAS test objectives for Grades 3, 3 Spanish, 5, 7, 9, and exit level, as well as the exit level TEAMS test objectives.

Appendix C

Texas Assessment of Academic Skills
Test Quality

In determining the quality of the tests that comprise both the TAAS and the TEAMS testing programs, two factors must be considered: validity and reliability. Validity indicates whether the test measures what it is intended to measure. Reliability indicates how consistently the test measures its objectives. Both types of studies are conducted routinely on the TAAS and TEAMS tests.

Validity

A strong effort has been made to establish both curricular and content validity in the TAAS and TEAMS testing programs. It is important to know whether the test objectives adequately represent what students should be able to do and whether the items based upon the test objectives measure intended behaviors. The complex development process described in Appendix B ensures that both things happen. The strong link that exists between the testing program and the state curriculum ensures that the statewide test is aligned with the curriculum and that the test measures objectives that Texas students should master.

Reliability

Internal consistency is a type of reliability that is important to estimate for the TAAS and exit level TEAMS tests. This kind of reliability yields an indication of the extent to which the items in each content area are homogeneous. Item homogeneity refers to how consistently the test items are measuring the same content domain, such as writing, reading, or mathematics. Computation of an estimate for internal consistency reliability is accomplished using either Kuder Richardson Formula 20 or 21 (KR 20 or KR 21). These formulas relate the variances of the individual test items to the total variance of the test, thus yielding an estimate of the internal consistency of the test.

KR 20 can only be used for dichotomously scored items where individual p-values are available. A p-value for a particular item is the percent of students who answered that item correctly. KR 21 is a simpler version of KR 20 that can be easily calculated directly from the mean total score and variance of the overall test. KR 21 will yield the same reliability estimate as KR 20 only if all item difficulties are equal.

The following table provides the TAAS KR 20 and KR21 reliability coefficients for each subject area and grade level for the October 1991 administration.

Kuder Richardson Coefficients
October 1991

Grade	Reliability Coefficients	Writing	Reading	Mathematics
3 (English)	KR 20	.77	.91	.85
	KR 21	.76	.90	.83
3 (Spanish)	KR 20	.83	.91	.84
	KR 21	.81	.92	.82
5	KR 20	.81	.89	.91
	KR 21	.79	.88	.90
7	KR 20	.85	.88	.93
	KR 21	.82	.87	.92
9	KR 20	.84	.91	.93
	KR 21	.82	.90	.92
11 (Exit)	KR 20	.83	.88	.92
	KR 21	.80	.86	.91

Appendix D

Measurement of TAAS Writing Skills

Objectives/instructional targets for the TAAS Grade 3 Spanish writing test and the TEAMS exit level English language arts test are measured with multiple-choice test items only. The TAAS writing tests for Grades 3 (English only), 5, 7, and 9, and for the exit level consist of multiple-choice test items and a written composition. While the multiple-choice items test sentence structure, language mechanics, and usage, the written composition is a direct measurement of the student's ability to synthesize the component skills of writing; that is, the composition task requires the student to express ideas effectively in writing. To do this, he or she must be able to respond to a specified purpose and audience, to organize ideas clearly, to maintain a consistent control of the written language, and to generate and develop ideas in a way that will allow the reader to understand completely what the writer is attempting to say. In October 1991, the following types of writing were assessed:

	Purpose	Mode
Exit Level	Persuasive	
Grade 9	Persuasive	Descriptive
Grade 7	Informative	Narrative
Grade 5	Expressive	Narrative
Grade 3	Informative	Descriptive

A process called focused holistic scoring has been developed to assess TAAS written compositions. The scoring system is "holistic" in that the piece of writing is considered as a whole; it is "focused" in that the piece of writing is evaluated according to preestablished criteria. These criteria correspond to the first four objectives in the *TAAS English Language Arts Writing Objectives and Measurement Specifications* and are used to determine the effectiveness of each written response. They focus on the student's ability to respond appropriately to a specified purpose and topic/audience, to employ a consistent organizational strategy, to exhibit control of written language, and to develop effectively the composition's central idea(s).

Scoring Process for the Written Compositions

Responses are rated on a scale of 0-4. Papers assigned ratings of 0 are not scorable because they do not respond to the task; "1" papers attempt to address the task but are unsuccessful. Responses receiving ratings of 0 and 1 are considered failing papers. The degree to which a student successfully completes the writing task determines whether a response receives a passing score, ranging from 2 (minimally successful) to 4 (very successful). To demonstrate mastery on the TAAS writing test, a student must receive a rating of 3 or 4 on the composition (as well as master all three multiple-choice objectives).

Each response is scored independently by at least two trained readers. Unlike other large-scale state writing assessments, TAAS scoring requires absolute agreement on the two assigned scores. If the first two readers do not agree, the response is evaluated independently by a third reader, and the final score is determined by a two-out-of-three agreement among the three readings. Should the score from the third reading not match either of the other two scores, the response receives a fourth reading by the scoring director. Interrater reliability, based on the numbers of responses upon which agreement is reached after the third reading, is 98.5 percent.

Training Procedures

For the October 1991 administration, approximately 600 readers scored TAAS compositions for Grades 3, 5, 7, and 9, and for the exit level. Readers were required to have at least a bachelor's degree in English or a related field and possess teaching or other relevant experience at or near the grade of assignment. Many readers have had prior experience scoring compositions from previous Texas assessments as well as from other state writing assessments. Readers were trained to read responses for one particular grade. Scoring directors were trained by TEA staff members from the Divisions of Instructional Outcomes Assessment and Curriculum Development, Language Arts section. Scoring directors, in turn, used scoring guides, and sets of papers to train both team leaders and readers. These guides included descriptions of the criteria for the rating system used in scoring TAAS compositions as well as numerous annotated examples of student responses that might be encountered by readers.

Quality Control

Reader performance was monitored daily. Reader performance statistics, including the number of compositions read, the number of score resolutions required, and the number of instances in which readers rated responses low or high, were collected for each shift. Poor-performing readers were retrained or dismissed, as required.

In addition to monitoring the quality of scoring by individual readers, the quality control system included daily checks on "reader drift," that is, deviation from the established standards for rating TAAS responses. Prescored packets of TAAS responses that appeared to be actual test packets were circulated in each scoring room. Data on any disparities between each new scoring of these papers and the predetermined scores were collected daily. If it became apparent that readers were experiencing difficulty with the established standards, scoring was stopped and retraining occurred.

Analytical Scoring Information

In October 1991 additional scoring information was provided for failing compositions at all levels. That is, students whose responses were assigned ratings of 1 or 0 received detailed analytic score information indicating specific areas of weakness on their Confidential Student Reports.

Identification of these areas provided teachers with the information they needed to begin intensive remedial instruction targeted at students' specific compositional weaknesses. This instruction was critical since students had to meet minimum expectations on the TAAS written composition as one of the requirements for receiving a Texas high school diploma.

The analytic information summary for all grades is outlined in Appendix G. This information includes a short explanation of the chief characteristics of each analytic category as well as a synopsis of the most frequently occurring types of errors found within that category.

Appendix E

Texas Assessment of Academic Skills
Performance Standards
1991 - 1992

Language Arts Writing

Met Minimum Expectations: 1500 Scale Score

Objective Mastery: Objectives 1 - 4 assessed by written composition (except Grade 3 Spanish)

		Grade 3	Grade 5	Grade 7	Grade 9	Grade 11
1-4.	Written Composition	3 or 4	3 or 4	3 or 4	3 or 4	3 or 4
5.	Sentence Construction	6/8	8/10	9/12	11/14	11/14
6.	Usage	5/6	6/8	9/12	9/12	9/12
7.	Spelling, Capitalization, & Punctuation	6/8	8/10	9/12	11/14	11/14

Mastered All Objectives: Mastery of each multiple-choice objective plus at least a 3 or 4 on the composition.

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Texas Assessment of Academic Skills
Performance Standards
1991 - 1992

Language Arts Reading

Met Minimum Expectations: 1500 Scale Score

Objective Mastery

	Grade 3	Grade 5	Grade 7	Grade 9	Grade 11
1: Word Meaning	6/8	5/6	3/4	3/4	3/4
2: Supporting Ideas	8/10	6/8	3/4	3/4	3/4
3: Summarization	4/5	5/6	5/6	6/8	6/8
4: Relationships & Outcomes	3/4	5/6	5/6	6/8	6/8
5: Inferences & Generalizations	3/4	8/10	11/14	13/16	13/16
6: Point of View, Propaganda, & Fact & Nonfact	3/4	3/4	5/6	6/8	6/8

Mastered All Objectives: Mastery of each multiple-choice objective.

Texas Assessment of Academic Skills
Performance Standards
1991 - 1992

Mathematics

Met Minimum Expectations: 1500 Scale Score

Objective Mastery

		Grade 3	Grade 5	Grade 7	Grade 9	Grade 11
1:	Number Concepts	3/4	3/4	3/4	3/4	3/4
2:	Algebraic/Mathematical Relations & Functions	3/4	3/4	3/4	3/4	3/4
3:	Geometric Properties & Relationships	3/4	3/4	3/4	3/4	3/4
4:	Measurement Concepts	3/4	3/4	3/4	3/4	3/4
5:	Probability & Statistics	3/4	3/4	3/4	3/4	3/4
6:	Use of Addition to Solve Problems	3/4	3/4	3/4	3/4	3/4
7:	Use of Subtraction to Solve Problems	3/4	3/4	3/4	3/4	3/4
8:	Use of Multiplication to Solve Problems	*	3/4	3/4	3/4	3/4
9:	Use of Division to Solve Problems	3/4	3/4	3/4	3/4	3/4
10:	Problem Solving Using Estimation	**	***	3/4	3/4	3/4
11:	Problem Solving Using Solution Strategies	3/4	3/4	5/6	6/8	6/8
12:	Problem Solving Using Mathematical Representation	3/4	3/4	5/6	6/8	6/8
13:	Evaluation of the Reasonableness of a Solution	3/4	5/6	3/4	3/4	3/4

Mastered All Objectives: Mastery of each multiple-choice objective.

* At Grade 3, Objectives 8 and 9 are measured with 4 items total.
** At Grade 3, Objectives 10 and 13 are measured with 4 items total.
*** At Grade 5, Objectives 10 and 13 are measured with 6 items total.

Appendix F

Texas Assessment of Academic Skills
Raw Score to Scale Score Conversion
1991 - 1992

Texas Assessment of Academic Skills
Raw Score to Scale Score Conversion
Grade 3 (English) Writing
October 1991

*TAAS Raw Score	TAAS Scale Score
0	600
1	710
2	780
3	840
4	900
5	950
6	1000
7	1040
8	1080
9	1110
10	1140
11	1170
12	1190
13	1220
14	1240
15	1260
16	1270
17	1290
18	1310
19	1330
20	1340
21	1360
22	1380
23	1400
24	1410
25	1430
26	1450
27	1470
28	1490
29	1510
30	1540
31	1560
32	1590
33	1620
34	1650
35	1680
36	1720
37	1760
38	1800
39	1850
40	1900
41	1950
42	2010
43	2060
44	2130
45	2220
46	2330

* Number of multiple-choice items correct + (composition score x 6)

Since minimum expectations cannot be obtained with less than a '2' on the written composition portion, a composition score of '1' plus 23 or more multiple-choice items correct will result in a scale score of 1499 which is one point below mastery.

Texas Assessment of Academic Skills
Raw Score to Scale Score Conversion
Grade 3 (English) Reading
October 1991

TAAS Raw Score	TAAS Scale Score
0	720
1	850
2	950
3	1020
4	1060
5	1100
6	1130
7	1160
8	1180
9	1200
10	1220
11	1250
12	1260
13	1280
14	1300
15	1320
16	1340
17	1350
18	1370
19	1390
20	1410
21	1420
22	1440
23	1460
24	1480
25	1500
26	1520
27	1540
28	1570
29	1600
30	1630
31	1670
32	1710
33	1770
34	1870
35	2010

Texas Assessment of Academic Skills
Raw Score to Scale Score Conversion
Grade 3 (English) Mathematics
October 1991

TAAS Raw Score	TAAS Scale Score
0	600
1	750
2	860
3	920
4	970
5	1010
6	1040
7	1070
8	1100
9	1120
10	1140
11	1160
12	1180
13	1200
14	1220
15	1240
16	1250
17	1270
18	1290
19	1300
20	1320
21	1330
22	1350
23	1370
24	1380
25	1400
26	1410
27	1430
28	1450
29	1470
30	1480
31	1500
32	1520
33	1540
34	1570
35	1590
36	1610
37	1640
38	1670
39	1710
40	1750
41	1800
42	1870
43	1980
44	2130

Texas Assessment of Academic Skills
Raw Score to Scale Score Conversion
Grade 3 (Spanish) Writing
October 1991

TAAS Raw Score	TAAS Scale Score
0	730
1	880
2	990
3	1060
4	1110
5	1160
6	1200
7	1230
8	1270
9	1300
10	1330
11	1360
12	1390
13	1420
14	1450
15	1480
16	1520
17	1560
18	1600
19	1650
20	1720
21	1830
22	1980

Texas Assessment of Academic Skills
Raw Score to Scale Score Conversion
Grade 3 (Spanish) Reading
October 1991

TAAS Raw Score	TAAS Scale Score
0	700
1	830
2	930
3	1000
4	1040
5	1080
6	1110
7	1140
8	1170
9	1190
10	1210
11	1230
12	1250
13	1270
14	1290
15	1310
16	1320
17	1340
18	1360
19	1380
20	1390
21	1410
22	1430
23	1450
24	1470
25	1490
26	1510
27	1530
28	1560
29	1580
30	1610
31	1650
32	1700
33	1760
34	1860
35	1990

Texas Assessment of Academic Skills
Raw Score to Scale Score Conversion
Grade 3 (Spanish) Mathematics
October 1991

TAAS Raw Score	TAAS Scale Score
0	400
1	580
2	710
3	790
4	850
5	900
6	940
7	980
8	1010
9	1040
10	1070
11	1100
12	1120
13	1150
14	1170
15	1190
16	1210
17	1230
18	1250
19	1270
20	1290
21	1310
22	1330
23	1350
24	1370
25	1380
26	1400
27	1420
28	1440
29	1460
30	1480
31	1500
32	1530
33	1550
34	1570
35	1600
36	1630
37	1660
38	1690
39	1730
40	1780
41	1830
42	1910
43	2030
44	2210

Texas Assessment of Academic Skills
Raw Score to Scale Score Conversion
Grade 5 Writing
October 1991

* TAAS Raw Score	TAAS Scale Score	*TAAS Raw Score	TAAS Scale Score
0	550	51	2100
1	700	52	2170
2	790	53	2230
3	850	54	2300
4	900	55	2400
5	940	56	2530
6	980		
7	1020		
8	1050		
9	1080		
10	1110		
11	1140		
12	1160		
13	1180		
14	1200		
15	1220		
16	1240		
17	1260		
18	1270		
19	1290		
20	1310		
21	1320		
22	1340		
23	1350		
24	1370		
25	1380		
26	1390		
27	1410		
28	1420		
29	1440		
30	1450		
31	1470		
32	1480		
33	1500		
34	1510		
35	1530		
36	1550		
37	1570		
38	1580		
39	1600		
40	1620		
41	1650		
42	1670		
43	1690		
44	1720		
45	1750		
46	1790		
47	1840		
48	1890		
49	1960		
50	2030		

* Number of multiple-choice items correct + (composition score x 7)

Since minimum expectations cannot be obtained with less than a '2' on the written composition portion, a composition score of '1' plus 26 or more multiple-choice items correct will result in a scale score of 1499 which is one point below minimum expectations.

Texas Assessment of Academic Skills
Raw Score to Scale Score Conversion
Grade 5 Reading
October 1991

TAAS Raw Score	TAAS Scale Score
0	560
1	720
2	840
3	920
4	970
5	1010
6	1050
7	1080
8	1110
9	1140
10	1160
11	1190
12	1210
13	1230
14	1250
15	1270
16	1290
17	1310
18	1330
19	1340
20	1360
21	1380
22	1400
23	1420
24	1440
25	1450
26	1470
27	1490
28	1520
29	1540
30	1560
31	1580
32	1610
33	1640
34	1670
35	1710
36	1750
37	1800
38	1870
39	1990
40	2150

Texas Assessment of Academic Skills
Raw Score to Scale Score Conversion
Grade 5 Mathematics
October 1991

TAAS Raw Score	TAAS Scale Score
0	550
1	700
2	810
3	870
4	920
5	960
6	1000
7	1030
8	1050
9	1080
10	1100
11	1120
12	1140
13	1160
14	1170
15	1190
16	1210
17	1220
18	1240
19	1250
20	1270
21	1280
22	1300
23	1310
24	1330
25	1340
26	1360
27	1370
28	1380
29	1400
30	1410
31	1430
32	1440
33	1460
34	1470
35	1490
36	1510
37	1520
38	1540
39	1560
40	1580
41	1600
42	1630
43	1650
44	1680
45	1720
46	1750
47	1800
48	1870
49	1980
50	2130

Texas Assessment of Academic Skills
Raw Score to Scale Score Conversion
Grade 7 Writing
October 1991

* TAAS Raw Score	TAAS Scale Score
0	350
1	520
2	630
3	700
4	750
5	790
6	830
7	870
8	900
9	930
10	960
11	990
12	1010
13	1040
14	1060
15	1080
16	1100
17	1120
18	1140
19	1160
20	1170
21	1190
22	1200
23	1220
24	1230
25	1250
26	1260
27	1280
28	1290
29	1300
30	1320
31	1330
32	1340
33	1350
34	1360
35	1380
36	1390
37	1400
38	1420
39	1430
40	1440
41	1450
42	1470
43	1480
44	1490
45	1510
46	1520
47	1540
48	1550
49	1570
50	1580
51	1600
52	1610
53	1630
54	1650
55	1660
56	1680
57	1700
58	1720
59	1750
60	1770
61	1790
62	1820
63	1850
64	1880
65	1910
66	1940
67	1980
68	2020
69	2080
70	2140
71	2250
72	2400

* Number of multiple-choice items correct + (composition score x 9)

Since minimum expectations cannot be obtained with less than a '2' on the written composition portion, a composition score of '1' plus 36 multiple-choice items correct will result in a scale score of 1499 which is one point below mastery.

Texas Assessment of Academic Skills
Raw Score to Scale Score Conversion
Grade 7 Reading
October 1991

TAAS Raw Score	TAAS Scale Score
0	450
1	630
2	760
3	840
4	900
5	950
6	990
7	1030
8	1060
9	1090
10	1120
11	1140
12	1170
13	1190
14	1210
15	1240
16	1260
17	1280
18	1300
19	1320
20	1340
21	1360
22	1380
23	1400
24	1420
25	1440
26	1460
27	1480
28	1510
29	1530
30	1550
31	1580
32	1610
33	1640
34	1680
35	1710
36	1760
37	1820
38	1900
39	2030
40	2210

Texas Assessment of Academic Skills
Raw Score to Scale Score Conversion
Grade 7 Mathematics
October 1991

TAAS Raw Score	TAAS Scale Score
0	530
1	690
2	800
3	870
4	920
5	960
6	990
7	1020
8	1040
9	1070
10	1090
11	1110
12	1130
13	1150
14	1160
15	1180
16	1200
17	1210
18	1230
19	1240
20	1250
21	1270
22	1280
23	1290
24	1310
25	1320
26	1330
27	1350
28	1360
29	1370
30	1380
31	1400
32	1410
33	1420
34	1440
35	1450
36	1460
37	1480
38	1490
39	1510
40	1520
41	1540
42	1550
43	1570
44	1590
45	1600
46	1620
47	1650
48	1670
49	1690
50	1720
51	1760
52	1800
53	1840
54	1910
55	2020
56	2180

Texas Assessment of Academic Skills
Raw Score to Scale Score Conversion
Grade 9 Writing
October 1991

* TAAS Raw Score	TAAS Scale Score	*TAAS Raw Score	TAAS Scale Score
0	380	51	1540
1	540	52	1550
2	650	53	1560
3	730	54	1580
4	790	55	1590
5	830	56	1600
6	870	57	1610
7	900	58	1630
8	930	59	1640
9	960	60	1660
10	980	61	1670
11	1010	62	1690
12	1030	63	1700
13	1050	64	1720
14	1070	65	1740
15	1090	66	1760
16	1110	67	1780
17	1130	68	1800
18	1150	69	1830
19	1160	70	1850
20	1180	71	1880
21	1200	72	1910
22	1210	73	1940
23	1220	74	1980
24	1240	75	2010
25	1250	76	2050
26	1260	77	2110
27	1280	78	2170
28	1290	79	2270
29	1300	80	2420
30	1310		
31	1330		
32	1340		
33	1350		
34	1360		
35	1370		
36	1380		
37	1390		
38	1400		
39	1410		
40	1420		
41	1430		
42	1440		
43	1450		
44	1460		
45	1470		
46	1490		
47	1500		
48	1510		
49	1520		
50	1530		

* Number of multiple-choice items correct + (composition score x 10)

Since minimum expectations cannot be obtained with less than a '2' on the written composition portion, a composition score of '1' plus 37 or more multiple-choice items correct will result in a scale score of 1499 which is one point below mastery.

Texas Assessment of Academic Skills
Raw Score to Scale Score Conversion
Grade 9 Reading
October 1991

TAAS Raw Score	TAAS Scale Score
0	470
1	640
2	760
3	840
4	890
5	940
6	970
7	1010
8	1040
9	1060
10	1090
11	1110
12	1130
13	1150
14	1170
15	1190
16	1210
17	1220
18	1240
19	1260
20	1280
21	1290
22	1310
23	1320
24	1340
25	1350
26	1370
27	1390
28	1400
29	1420
30	1440
31	1450
32	1470
33	1490
34	1510
35	1520
36	1540
37	1570
38	1590
39	1610
40	1640
41	1670
42	1700
43	1730
44	1780
45	1830
46	1900
47	2030
48	2200

Texas Assessment of Academic Skills
Raw Score to Scale Score Conversion
Grade 9 Mathematics
October 1991

TAAS Raw Score	TAAS Scale Score	TAAS Raw Score	TAAS Scale Score
0	440	51	1660
1	600	52	1690
2	720	53	1710
3	800	54	1740
4	850	55	1780
5	890	56	1820
6	930	57	1870
7	960	58	1940
8	990	59	2060
9	1020	60	2220
10	1040		
11	1060		
12	1080		
13	1100		
14	1120		
15	1140		
16	1150		
17	1170		
18	1180		
19	1200		
20	1210		
21	1230		
22	1240		
23	1260		
24	1270		
25	1280		
26	1300		
27	1310		
28	1320		
29	1330		
30	1350		
31	1360		
32	1370		
33	1380		
34	1400		
35	1410		
36	1420		
37	1440		
38	1450		
39	1460		
40	1480		
41	1490		
42	1510		
43	1520		
44	1540		
45	1550		
46	1570		
47	1580		
48	1600		
49	1620		
50	1640		

Texas Assessment of Academic Skills
Raw Score to Scale Score Conversion
Exit Level Writing
October 1991

** TAAS Raw Score	TAAS Scale Score
0	420
1	570
2	670
3	740
4	790
5	830
6	870
7	910
8	940
9	970
10	990
11	1020
12	1040
13	1060
14	1080
15	1100
16	1120
17	1140
18	1150
19	1170
20	1180
21	1200
22	1210
23	1230
24	1240
25	1260
26	1270
27	1280
28	1300
29	1310
30	1320
31	1330
32	1340
33	1360
34	1370
35	1380
36	1390
37	1400
38	1410
39	1420
40	1440
* 41	1450
42	1460
43	1470
44	1480
45	1490
46	1500
47	1510
48	1530
49	1540
50	1550
51	1560
52	1570
53	1590
54	1600
55	1610
56	1630
57	1640
58	1660
59	1670
60	1690
61	1710
62	1720
63	1740
64	1770
65	1790
66	1820
67	1850
68	1880
69	1920
70	1960
71	2000
72	2040
73	2090
74	2130
75	2170
76	2220
77	2270
78	2340
79	2440
80	2590

* 60% minimum expectations level based on the October 1990 form

** Number of multiple choice items correct + (composition x 10)

Since minimum expectations cannot be obtained with less than a '2' on the written composition portion, a composition score of '1' plus 36 or more multiple-choice items correct at the 70% standard will result in a scale score of 1499 which is one point below mastery.

Texas Assessment of Academic Skills
Raw Score to Scale Score Conversion
Exit Level Reading
October 1991

TAAS Raw Score	TAAS Scale Score
0	360
1	540
2	670
3	750
4	810
5	860
6	900
7	930
8	970
9	990
10	1020
11	1050
12	1070
13	1090
14	1120
15	1140
16	1160
17	1180
18	1200
19	1210
20	1230
21	1250
22	1270
23	1290
24	1310
25	1320
26	1340
27	1360
28	1380
* 29	1400
30	1420
31	1440
32	1450
33	1480
34	1500
35	1520
36	1540
37	1560
38	1590
39	1620
40	1640
41	1680
42	1710
43	1750
44	1800
45	1860
46	1940
47	2070
48	2250

* 60% minimum expectations level based on the October 1990 form

Texas Assessment of Academic Skills
Raw Score to Scale Score Conversion
Exit Level Mathematics
October 1991

TAAS Raw Score	TAAS Scale Score
0	460
1	620
2	740
3	810
4	870
5	910
6	940
7	970
8	1000
9	1020
10	1050
11	1070
12	1090
13	1110
14	1120
15	1140
16	1160
17	1170
18	1190
19	1200
20	1220
21	1230
22	1240
23	1260
24	1270
25	1280
26	1300
27	1310
28	1320
29	1330
30	1350
31	1360
32	1370
33	1390
34	1400
35	1410
* 36	1420
37	1440
38	1450
39	1470
40	1480
41	1490
42	1510
43	1520
44	1540
45	1550
46	1570
47	1590
48	1610
49	1630
50	1650
51	1670
52	1700
53	1720
54	1750
55	1790
56	1830
57	1880
58	1950
59	2070
60	2240

* 60% minimum expectations level based on the October 1990 form

Texas Assessment of Academic Skills
Raw Score to Scale Score Conversion
Exit Level Writing
Spring 1992

**TAAS Raw Score	TAAS Scale Score	**TAAS Raw Score	TAAS Scale Score
0	460	51	1530
1	620	52	1550
2	710	53	1560
3	770	54	1570
4	820	55	1580
5	850	56	1600
6	890	57	1610
7	920	58	1630
8	950	59	1640
9	970	60	1660
10	1000	61	1670
11	1020	62	1690
12	1050	63	1710
13	1070	64	1720
14	1090	65	1740
15	1100	66	1770
16	1120	67	1790
17	1140	68	1810
18	1150	69	1840
19	1170	70	1860
20	1180	71	1890
21	1190	72	1920
22	1210	73	1950
23	1220	74	1980
24	1230	75	2020
25	1240	76	2060
26	1260	77	2110
27	1270	78	2170
28	1280	79	2270
29	1290	80	2420
30	1300		
31	1310		
32	1320		
33	1340		
34	1350		
35	1360		
36	1370		
37	1380		
38	1390		
39	1400		
40	1410		
41	1420		
42	1430		
43	1440		
* 44	1450		
45	1460		
46	1480		
47	1490		
48	1500		
49	1510		
50	1520		

* 60% minimum expectations level based on the October 1990 form

** Number of multiple choice items correct + (composition x 10)

Since mastery cannot be obtained with less than a '2' on the written composition portion, a composition score of '1' plus 38 or more multiple choice items correct will result in a scale score of 1499 which is one point below mastery.

Texas Assessment of Academic Skills
Raw Score to Scale Score Conversion
Exit Level Reading
Spring 1992

TAAS raw score	TAAS Scale Score
0	420
1	590
2	720
3	800
4	860
5	900
6	940
7	980
8	1010
9	1030
10	1060
11	1080
12	1100
13	1130
14	1150
15	1170
16	1190
17	1200
18	1220
19	1240
20	1260
21	1270
22	1290
23	1310
24	1320
25	1340
26	1360
27	1370
28	1390
* 29	1410
30	1430
31	1450
32	1460
33	1480
34	1500
35	1520
36	1540
37	1570
38	1590
39	1620
40	1640
41	1680
42	1710
43	1750
44	1800
45	1850
46	1930
47	2060
48	2240

*60% minimum expectations level based on the October 1990 form

Texas Assessment of Academic Skills
Raw Score to Scale Score Conversion
Exit Level Math
Spring 1992

TAAS Raw Score	TAAS Scale Score
0	430
1	600
2	720
3	800
4	850
5	890
6	930
7	960
8	990
9	1010
10	1040
11	1060
12	1080
13	1100
14	1110
15	1130
16	1150
17	1160
18	1180
19	1200
20	1210
21	1220
22	1240
23	1250
24	1270
25	1280
26	1290
27	1310
28	1320
29	1330
30	1350
31	1360
32	1370
33	1380
34	1400
35	1410
* 36	1420
37	1440
38	1450
39	1460
40	1480
41	1490
42	1510
43	1520
44	1540
45	1550
46	1570
47	1590
48	1610
49	1630
50	1650
51	1670
52	1690
53	1720
54	1750
55	1790
56	1830
57	1880
58	1950
59	2070
60	2240

*60% minimum expectations level based on the October 1990 form

Appendix G

Texas Assessment of Academic Skills
Explanation of Written Composition Analytic Information

SCORABLE

USED WRONG PURPOSE/MODE (PURPOSE ONLY AT EXIT LEVEL)

AT GRADE 3

The purpose/mode at Grade 3 was informative/descriptive - that is, the student was required to use descriptive words and/or phrases to paint, in the reader's mind, a picture of the scene specified in the prompt.

In wrong purpose/mode responses, the student did not use descriptive words and/or phrases to paint a picture of the scene. Instead, the student told a story or explained the purpose or function of the scene without weaving sufficient description into the story or explanation to be minimally successful.

AT GRADE 5

The purpose/mode at Grade 5 was expressive/narrative - that is, the student was required to write a story on a specified topic.

In wrong purpose/mode responses, the student was not successful at telling a story because the response did not link a sequence of events through time. Although some of these responses contained events, the events were not sequenced. Other responses were merely informative or descriptive. In descriptive responses, the student described without weaving the description into a story.

AT GRADE 7

The purpose/mode at Grade 7 was informative/narrative - that is, the student was required to explain the steps/stages of a specified process or activity in such a way that the process or activity as a whole could be understood by someone else.

In wrong purpose/mode responses, the student did not order sequentially and/or delineate the steps/stages needed to understand the specified process or activity as a whole.

AT GRADE 9 AND AT THE EXIT LEVEL

The purpose both at Grade 9 and at the exit level was persuasive - that is, the student was required to declare a position on a particular issue and then to present convincing reasons in support of that position. At Grade 9 the student was required to support either the "pro" or the "con" side of the issue and to write in the descriptive mode. At the exit level, however, the student was given more latitude in formulating a position; he or she was not restricted to a "pro" or "con" stance. In addition, no particular mode was required; the student could choose any mode or combination of modes that proved effective and persuasive. At both levels the student was expected to influence a specific audience to accept his or her point of view on the issue.

The most common problems regarding purpose/mode (purpose only at exit level) involved the following types of responses:

- those in which the student merely provided information about both sides of the issue without stating a position;
- those in which the student may have stated a position and provided some support but proposed a solution without connecting it to a defense of the position (i.e., telling "how to" rather than "why");
- those in which the student did not sustain a consistent position. In these responses the student may have taken a position and provided some support for it, but he or she also presented support for the opposing side without including a refutation of the opposing arguments. Such responses were unsuccessful if the information in support of the stated position was insufficient to provide a minimally sound case;
- those in which the writer's purpose was not persuasive.

LACKED ORGANIZATION/STRUCTURE/FOCUS

Organization refers to the strategy around which a response is focused and clearly and logically ordered.

Poorly organized responses were unfocused, with little or no sense of continuity between individual sentences and/or paragraphs. In some unfocused responses, the student may have had difficulty sustaining a progression of thought that reflected the specified purpose and mode (purpose only at the exit level). In general, no discernible organizational strategy was apparent in these responses. The student may have drifted briefly off task and/or off topic or may have presented ideas in a random or repetitive fashion, thereby causing gaps that obscured meaning; or the student may have rambled, presenting numerous details that did not contribute to the reader's understanding of the student's response. Also, lack of organization on a very short paper could have meant that there was not enough writing to determine whether the student had an organizational strategy.

LACKED SUPPORT /ELABORATION

Sufficient elaboration in a successful response is dependent upon the degree to which the student clearly and completely develops those ideas that allow the reader to understand the meaning of the response.

Some responses that lacked support and/or elaboration addressed the prompt (writing topic) in a skeletal way. In these responses the student may have presented a number of ideas, and there may even have been a little elaboration of these ideas, but the information and explanation were insufficient to be minimally successful. In other responses the student presented ideas that lacked the specificity and/or clarity necessary to provide convincing support.

LACKED LANGUAGE CONTROL

Language control measures the student's ability to communicate effectively in the English language. This ability determines both the extent to which the response flows smoothly from word to word, sentence to sentence, and paragraph to paragraph and the effectiveness and precision of the response as a whole. Since TAAS responses do not represent "polished" writing, some errors in spelling, capitalization, punctuation, and usage may occur. These types of errors are considered language control problems only if they are so frequent and/or severe that they interfere with the reader's ability to understand the response.

Students who lacked language control made errors that impaired communication. The flow or fluency of the response was interruped as a result of repeated errors. Overall, the expression of the writer's thoughts was so confusing that the reader was left wondering what the writer was attempting to say.

NONSCORABLE

WROTE OFF TOPIC

In these responses the student wrote on an entirely different topic than the one specified in the prompt.

NO WRITING ATTEMPTED

In these responses the student left his or her paper blank.

WROTE IN A FOREIGN LANGUAGE

In these responses the student wrote entirely in a language other than English.

PAPER WAS ILLEGIBLE/INCOHERENT

These responses were completely unreadable. Illegible responses were those in which the handwriting could not be read; letters may have been discernible, but they did not form recognizable words. Incoherent responses were those in which letters or words were strung together in a meaningless fashion.

DID NOT WRITE ENOUGH TO SCORE

In these responses the student attempted to respond, but this attempt contained so little writing that the reader could not discern whether the student was responding to the prompt.

COPIED THE PROMPT

In these responses the student repeated or paraphrased the prompt but did not attempt to respond to it.

EXPLICITLY REFUSED TO WRITE

These responses contained nothing more than an explicit refusal to respond to the specified prompt, although the student may have offered some explanation of his or her refusal.

Appendix H

Categories on the District Analysis Report

The district analysis reports were produced with the following categories.

Enrollment Groupings

Districts are grouped by size into nine categories based on their enrollment, which is determined by the total number of students enrolled in the district as of the Public Education Information Management System (PEIMS) fall collection date. The enrollment count does not include students who are served by the district but not enrolled.

District Type

Districts are classified on a scale ranging from major urban to rural. Factors such as size, growth rates, and proximity to urban areas are used to determine the appropriate group. Districts are placed in one of the eight groupings based on the following definitions.

Major Urban - The eight largest school districts in the state which serve the metropolitan areas of Houston, Dallas, San Antonio, Fort Worth, Austin, Corpus Christi, and El Paso.

Major Suburban - Other school districts in and around the major urban areas.

Other Central City - The major school districts in other large Texas cities.

Other Central City Suburban - Other school districts in and around the other large, but not major, Texas cities.

Independent Town - The largest school districts in counties with populations of 25,000 to 100,000.

Non-Metro Fast Growing - The school districts that do not fall in any of the above categories and that exhibit a five year growth rate of at least twenty percent. These districts must have at least 300 students enrolled.

Non-Metro Stable - The school districts that do not fall in any of the above categories, yet have an enrollment that exceeds the state median.

Rural - The school districts that do not fall in any of the above categories. These districts either have an enrollment between 300 and the state median and a growth rate less than twenty percent, or they have an enrollment less than 300.

Wealth

The wealth of a district is determined by total taxable property value divided by enrollment and is used as an indicator of a district's ability to raise local funds on a per pupil basis. The property value used is total taxable value (for the last completed calendar year, i.e. 1990) as determined by the Comptroller's Property Tax Division (CPTD). Enrollment is for the current school year, i.e. 1991-1992. The first wealth grouping classifies districts into ten wealth categories with approximately equal numbers of districts in each. The second grouping displays districts with wealth above and below the state average. The third wealth grouping classifies districts into twenty categories with approximately equal numbers of students in each category. The six special statutory districts form a separate group because they have no taxable property wealth.

Total Tax Effort

Districts are grouped into four tax effort categories, or quartiles, with approximately equal numbers of districts in each. This category shows the total effective tax rate, which is determined by dividing the last completed calendar year's total levy amount by that year's CPTD total taxable property value. The six special statutory districts are in a separate category because they do not levy property taxes.

Maintenance and Operation Effective Tax Effort

Districts are grouped into four tax effort categories, or quartiles, with approximately equal numbers of districts in each. This category shows the maintenance and operation (M&O) effective tax rate, which is determined by dividing the last completed calendar year's M&O levy amount by that year's CPTD total taxable property value. The six special statutory districts form a separate category because they do not levy property taxes.

Highest Property Value Category

The CPTD classifies property into thirteen categories based on how the property is used. These thirteen categories are grouped into four classifications: residential, land, oil and gas, or business. The one category of these four which has the greatest total property value for a district determines in which category the district is placed. The six special statutory districts form a separate group because they have no taxable property wealth.

Academic Excellence Indicator Groups

This category splits the districts into sixteen categories by size of enrollment, whether they are above or below the state average for district wealth, and whether they fall above or below a level of forty percent low income students. The six special districts form a seventeenth category because they cannot be categorized by wealth. These sixteen categories are used to group data provided in the Academic Excellence Indicator System (AEIS) so that each district's values can be compared to a group of districts with similar characteristics.

Small/Sparse Adjustment

This category has four categories with approximately equal numbers of districts in each. The category shows the amount of the small/sparse adjustment as a percent of the total adjusted basic allotment amount. A fifth category contains all districts receiving no small/sparse adjustment. This small/sparse percentage is a measure of the extent to which state funding is adjusted to compensate for small and/or sparsely populated districts.

CEI Level

The cost of education index (CEI) reflects geographic variations in costs and prices beyond the control of school districts. The index currently in use was first implemented in 1989-1990. The index has a minimum value of 1.01 and a maximum value of 1.20. This category divides districts into four groups with approximately equal numbers of districts in each.

Operating Cost Per Pupil

Operating costs are the sum of all expenditures budgeted for the operation of the district, for all funds. The operating expenditures are a subset of the total expenditures; they do not include debt service, capital outlay, or ancillary services expenditures. Per pupil amounts are the current school year expenditures divided by the current enrollment. Districts are grouped into five categories with approximately equal numbers of districts in each. The source for budgeted expenditures is the fall submission of PEIMS.

ESC Region

The state is divided into 20 regions, each served by an education service center.

TAAS: Percent Passing All Tests Taken

For grades 3, 5, 7, 9, and 11, the total number of students who passed all tests taken is expressed as a percentage of the total number of students tested. Districts are grouped into four categories with the percent passing ranging from under 37 percent to 57 percent and over. These percentages exclude special education students and grade 3 students taking the Spanish version test.

Average SAT Score

Districts are grouped into four categories based on their average score on the 1990-1991 administration of the SAT. The categories range from an average score under 810 to an average of 910 and over. A fifth category is for those districts which did not administer the SAT.

Average ACT Score

Districts are grouped into four categories based on their average score on the 1990-1991 administration of the ACT. The categories range from an average score under 18.25 to an average of 20.5 and higher. A fifth category is for those districts which did not administer the ACT.

Student Density

The square miles in a school district were determined through a joint effort by the State Property Tax Board (SPTB), the Texas Education Agency, and the Texas Water Commission. School district maps provided by school districts to the SPTB were digitized by the Water Commission and acreage was determined. Density is the number of students enrolled per square mile. Density groups range from fewer than five students per square mile to 100 or more students per square mile. The six special statutory districts form a separate group since mileage data is not available for them.

Enrollment Change from Prior Year

This category looks at the growth or decline in student population over a one year period. Districts whose enrollment declined represent one grouping, while the remaining groups show one year growth rates ranging from "0%-3%" to "10% and over."

Percent African American, Hispanic, and Minority Pupils

In these categories, districts are grouped according to the ethnic composition of their student population, as reported on PEIMS. Minority percent is calculated as the sum of all non-white populations expressed as a percent of the total. The non-white populations include American Indian or Alaskan Native; Asian or Pacific Islander; African American, not of Hispanic origin; and Hispanic. Each of these categories has six subcategories with the particular population ranging from less than five percent to fifty percent and over.

Percent Low Income

Percent low income is the percentage of enrolled students classified as economically disadvantaged on PEIMS. These students meet any of the following conditions:

a) Eligible for free or reduced price meals under the Nation School Lunch and Child Nutrition Program.
b) From a family with an annual income at or below the federal poverty line.
c) Eligible for AFDC or other public assistance.
d) Received a Pell Grant or comparable state program of need-based financial assistance.
e) Eligible for programs assisted under Title II of the Job Training Partnership Act.

Average Teacher Experience

In this category, districts are grouped into four categories with approximately equal numbers of districts in each. Average years of teacher experience is calculated as the ratio of total years of professional experience for all teachers in the district divided by the total teacher full-time equivalent (FTE) count.

Average Teacher Salary

In this category, districts are grouped into four categories with approximately equal numbers of districts in each. Average teacher salary is calculated as the total salary of teachers divided by the total FTE count of teachers. The total salary amount does not include career ladder or any other supplements.

Percent Minority Teachers

In this category, districts are grouped according to the minority composition of their teaching populations. Minority percent is calculated as the sum of all non-white teachers FTEs expressed as a percent of total teacher FTEs. The category has five groupings with the minority population ranging from less than five percent to fifty percent and over.

Percent of Teachers with Advanced Degrees

In this category, districts are grouped into four categories with approximately equal numbers of districts in each. The percent of teachers with an advanced degree is calculated as the FTE count of teachers with a masters or doctorate degree divided by the total teacher FTE count.

Appendix I

The following Grade 12 TEAMS Summary Reports are the all students results for the October 1991 and Spring 1992 administrations.

TEAMS

TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS

SUMMARY REPORT

REPORT DATE: NOVEMBER 1991

01/28/92

ALL STUDENTS

DATE OF TESTING: OCTOBER 1991

STATEWIDE

GRADE: 12-EXIT LEVEL

SUBJECT AREAS TESTED	TEST PERFORMANCE OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1. SEQUENCING OF NUMBERS	944	69	431
	2. ROUNDING OF NUMBERS	862	63	513
	3. EQUIVALENCIES	759	55	616
	4. EXPONENTIAL/STANDARD NOTATION	1122	82	253
	5. FRACTIONS, MIXED NUMBERS (+,-,×)	326	24	1049
	6. DECIMALS (+,-,×,÷)	1129	82	246
	7. INTEGERS (+)	716	52	659
	8. MULTIPLE OPERATIONS (+,-,×,÷)	289	21	1086
	9. PROPORTION	458	33	917
	10. PERCENT	668	49	707
	11. MEASUREMENT UNITS	454	33	921
	12. GEOMETRIC FORMULAS	712	52	663
	13. GEOMETRIC PROPERTIES	554	40	821
	14. AVERAGES	916	67	459
	15. PROBABILITY	628	46	747
	16. CHARTS, GRAPHS	1183	86	192
	17. FORMULAS	368	27	1007
	18. EQUATIONS	506	37	869
	STUDENTS TESTED: 1375 TOTAL MATHEMATICS: MATHEMATICS SCALED SCORE: 656	360	26	1015
LANGUAGE ARTS	1. MAIN IDEA	324	43	428
	2. CONTEXT CLUES	575	76	177
	3. WORD STRUCTURE	391	52	361
	4. SPECIFIC DETAILS	643	86	109
	5. SEQUENCING OF EVENTS	630	84	122
	6. DRAWING CONCLUSIONS	225	30	527
	7. FACT, OPINION	273	36	479
	8. REFERENCE SOURCE IDENTIFICATION	617	82	135
	9. REFERENCE SOURCE USAGE	700	93	52
	10. LITERARY ANALYSIS	494	66	258
	11. CAPITALIZATION	392	52	360
	12. PUNCTUATION	117	16	635
	13. SPELLING	257	34	495
	14. CORRECT ENGLISH USAGE	212	28	540
	15. SENTENCE STRUCTURE	200	27	552
	16. SENTENCE COMBINING	633	84	119
	17. PROOFREADING	118	16	634
	18. ORGANIZATION SKILLS	477	63	275
	STUDENTS TESTED: 752 TOTAL LANGUAGE ARTS: LANGUAGE ARTS SCALED SCORE: 680	248	33	504

GROUP CHARACTERISTICS BASED ON 2653 ANSWER DOCUMENTS SUBMITTED	NUMBER	PERCENT
Students Absent from Both Tests	184	7
Students Exempt from Both Tests : ARD	94	4
Other Students Not Tested	656	25
Number of Students Tested	1719	65
ETHNIC COMPOSITION		
Native American	6	0
Asian	61	2
African American	564	21
Hispanic	1286	48
White	736	28
FREE/REDUCED PRICE MEAL PROGRAM	763	29
CHAPTER I PROGRAMS		
Chapter I Regular Program	119	4
Chapter I Migrant Remedial Mathematics Program	17	1
Chapter I Migrant Remedial Reading Program	27	1
Chapter I Migrant Remedial Writing Program	10	0
VOCATIONAL EDUCATION PROGRAMS		
Currently Enrolled	922	35
Previous Credit	620	23
No information Available	409	15
Never Received Credit	1002	38
LIMITED ENGLISH PROFICIENCY/BILINGUAL/ESL PROGRAMS		
Limited English Proficient Students	331	12
Bilingual Program	9	0
English as a Second Language Program	203	8
SPECIAL EDUCATION PROGRAMS		
Learning Disability	166	6
Emotionally Disturbed	20	1
Speech Handicapped	7	0
Visually Handicapped	4	0
Other Handicapping Condition	21	1
GIFTED/TALENTED PROGRAM	5	0
GRADUATION PLANS		
Regular	2557	96
Advanced/Advanced with Honors	96	4
CONTINUOUS ENROLLMENT IN DISTRICT		
One or Two Years	1127	42
Three Years or More	1526	58
AT-RISK STUDENTS	1585	60

PASS/FAIL SUMMARY BASED ON 1719 STUDENTS WHO TOOK ONE OR BOTH TESTS		
Passed All Tests Taken	433	25
Failed One Test Only	1053	61
Failed Both Tests	233	14

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TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS

SUMMARY REPORT

REPORT DATE: MAY 1992

06/15/92

ALL STUDENTS

DATE OF TESTING: SPRING 1992

STATEWIDE

GRADE: 12-EXIT LEVEL

TEST PERFORMANCE

SUBJECT AREAS TESTED	OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1. SEQUENCING OF NUMBERS	647	75	221
	2. ROUNDING OF NUMBERS	538	62	330
	3. EQUIVALENCIES	559	64	309
	4. EXPONENTIAL/STANDARD NOTATION	711	82	157
	5. FRACTIONS, MIXED NUMBERS (+,-,×)	224	26	644
	6. DECIMALS (+,-,×,÷)	711	82	157
	7. INTEGERS (+)	477	55	391
	8. MULTIPLE OPERATIONS (+,-,×,÷)	313	36	555
	9. PROPORTION	267	31	601
	10. PERCENT	530	61	338
	11. MEASUREMENT UNITS	249	29	619
	12. GEOMETRIC FORMULAS	513	59	355
	13. GEOMETRIC PROPERTIES	354	41	514
	14. AVERAGES	641	74	227
	15. PROBABILITY	424	49	444
	16. CHARTS, GRAPHS	814	94	54
	17. FORMULAS	282	32	586
	18. EQUATIONS	316	36	552
	STUDENTS TESTED: 868 TOTAL MATHEMATICS: MATHEMATICS SCALED SCORE: 671	298	34	570
LANGUAGE ARTS	1. MAIN IDEA	136	31	297
	2. CONTEXT CLUES	356	82	77
	3. WORD STRUCTURE	298	69	135
	4. SPECIFIC DETAILS	408	94	25
	5. SEQUENCING OF EVENTS	351	81	82
	6. DRAWING CONCLUSIONS	144	33	289
	7. FACT, OPINION	163	38	270
	8. REFERENCE SOURCE IDENTIFICATION	351	81	82
	9. REFERENCE SOURCE USAGE	395	91	38
	10. LITERARY ANALYSIS	275	64	158
	11. CAPITALIZATION	261	60	172
	12. PUNCTUATION	80	18	353
	13. SPELLING	147	34	286
	14. CORRECT ENGLISH USAGE	165	38	268
	15. SENTENCE STRUCTURE	136	31	297
	16. SENTENCE COMBINING	318	73	115
	17. PROOFREADING	72	17	361
	18. ORGANIZATION SKILLS	271	63	162
	STUDENTS TESTED: 433 TOTAL LANGUAGE ARTS: LANGUAGE ARTS SCALED SCORE: 685	166	38	267

GROUP CHARACTERISTICS

BASED ON 1391 ANSWER DOCUMENTS SUBMITTED

	NUMBER	PERCENT
Students Absent from Both Tests	115	8
Students Exempt from Both Tests : ARD	29	2
Other Students Not Tested	155	11
Number of Students Tested	1092	79
ETHNIC COMPOSITION		
Native American	6	0
Asian	44	3
African American	313	23
Hispanic	710	51
White	318	23
FREE/REDUCED PRICE MEAL PROGRAM	445	32
CHAPTER I PROGRAMS		
Chapter I Regular Program	61	4
Chapter I Migrant Remedial Mathematics Program	5	0
Chapter I Migrant Remedial Reading Program	8	1
Chapter I Migrant Remedial Writing Program	1	0
VOCATIONAL EDUCATION PROGRAMS		
Currently Enrolled	415	30
Previous Credit	288	21
No Information Available	228	16
Never Received Credit	581	42
LIMITED ENGLISH PROFICIENCY/BILINGUAL/ESL PROGRAMS		
Limited English Proficient Students	198	14
Bilingual Program	7	1
English as a Second Language Program	122	9
SPECIAL EDUCATION PROGRAMS		
Learning Disability	41	3
Emotionally Disturbed	7	1
Speech Handicapped	2	0
Visually Handicapped	1	0
Other Handicapping Condition	15	1
GIFTED/TALENTED PROGRAM	2	0
GRADUATION PLANS		
Regular	1356	97
Advanced/Advanced with Honors	35	3
CONTINUOUS ENROLLMENT IN DISTRICT		
One or Two Years	599	43
Three Years or More	792	57
AT-RISK STUDENTS	811	58

PASS/FAIL SUMMARY

BASED ON 1092 STUDENTS WHO TOOK ONE OR BOTH TESTS

	NUMBER	PERCENT
Passed All Tests Taken	366	34
Failed One Test Only	615	56
Failed Both Tests	111	10

Appendix J

The following TAAS Summary Reports include the Grades 11 and 12 summary reports for the Spring 1992 and July 1992 administrations.

TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT

GRADE: **11-EXIT LEVEL**

ALL STUDENTS

REPORT DATE: **MAY 1992**

DATE OF TESTING: **SPRING 1992**

STATEWIDE

TEST PERFORMANCE

	MASTERING NUMBER	MASTERING PERCENT
WRITING		
WRITTEN COMMUNICATION		
1-4 WRITTEN COMPOSITION - PERSUASIVE	11608	27

RATING:	0	1	2	3	4
NUMBER:	190	10323	21520	10875	733
PERCENT:	0	24	49	25	2

	MASTERING NUMBER	MASTERING PERCENT
5. SENTENCE CONSTRUCTION	16052	37
6. ENGLISH USAGE	32733	75
7. USE OF SPELLING, CAPITALIZATION, AND PUNCTUATION	12627	29

NUMBER TESTED IN WRITING: 43641
AVERAGE SCALE SCORE: 1516

TOTAL WRITING: MET MINIMUM EXPECTATIONS	23918	55
MASTERED ALL OBJECTIVES	3571	8

	MASTERING NUMBER	MASTERING PERCENT
READING		
READING COMPREHENSION		
1. WORD MEANING	32202	60
2. SUPPORTING IDEAS	39386	73
3. SUMMARIZATION	17910	33
4. RELATIONSHIPS AND OUTCOMES	38880	72
5. INFERENCES AND GENERALIZATIONS	14145	26
6. POINT OF VIEW, PROPAGANDA, AND FACT AND NONFACT	18407	34

NUMBER TESTED IN READING: 54009
AVERAGE SCALE SCORE: 1476

TOTAL READING: MET MINIMUM EXPECTATIONS	24532	45
MASTERED ALL OBJECTIVES	3544	7

	MASTERING NUMBER	MASTERING PERCENT
MATHEMATICS		
CONCEPTS		
1. NUMBER CONCEPTS	41024	52
2. ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	40990	52
3. GEOMETRIC PROPERTIES AND RELATIONSHIPS	37068	47
4. MEASUREMENT CONCEPTS	34334	43
5. PROBABILITY AND STATISTICS	46975	59
OPERATIONS		
6. USE OF ADDITION TO SOLVE PROBLEMS	55084	69
7. USE OF SUBTRACTION TO SOLVE PROBLEMS	34604	44
8. USE OF MULTIPLICATION TO SOLVE PROBLEMS	47038	59
9. USE OF DIVISION TO SOLVE PROBLEMS	35260	44
PROBLEM SOLVING		
10. PROBLEM SOLVING USING ESTIMATION	40902	52
11. PROBLEM SOLVING USING SOLUTION STRATEGIES	29799	38
12. PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	35672	45
13. EVALUATION OF THE REASONABLENESS OF A SOLUTION	46230	58

NUMBER TESTED IN MATHEMATICS: 79420
AVERAGE SCALE SCORE: 1455

TOTAL MATHEMATICS: MET MINIMUM EXPECTATIONS	29899	38
MASTERED ALL OBJECTIVES	2317	3

GROUP CHARACTERISTICS

	NUMBER	PERCENT
Total Answer Documents Submitted	102517	100
Students Absent From All Tests	2331	2
Students Exempt From All Tests: ARD	1407	1
Other Students Not Tested	3211	3
Number Of Students Tested	95568	93

GROUP PERFORMANCE

- = no data reported for fewer than five students

		NUMBER TESTED	ALL TESTS TAKEN % MEETING MINIMUM EXPECTATIONS	ALL TESTS TAKEN % MASTERING ALL OBJECTIVES
All Students		95568	37	4
Male		45902	38	4
Female		49468	36	4
Native American		354	40	5
Asian		2053	32	4
African American		15898	25	2
Hispanic		36690	30	3
White		38805	48	6
Economically Disadvantaged:	Yes	27413	28	2
	No	65533	41	5
Chapter 1 Regular Program:	Yes	3372	21	1
	No	89624	37	4
Migrant Status:	Former	1377	27	2
	Current	1923	23	1
	Nonmigrant	88079	37	4
Chapter 1 Migrant:	Remedial Writing	200	20	1
	Remedial Reading	732	18	1
	Remedial Mathematics	431	15	1
	Eligible Nonparticipants	1813	27	2
Limited English Proficient:	Yes	7378	14	1
	No	85622	39	4
Bilingual/ESL Program:	Bilingual	305	14	0
	ESL	5217	12	1
	Neither	87556	38	4
Special Education:	Learning Disability	2676	14	1
	Emotionally Disturbed	425	24	1
	Speech Handicapped	197	20	1
	Visually Handicapped	57	37	2
	Other Handicap Condition	360	23	2
	Not In Special Education	89399	38	4
Gifted-Talented Program:	Yes	1667	73	21
	No	91298	36	3
At-Risk:	Yes	46381	27	2
	No	46418	47	6
Vocational Education:	Yes	40815	33	3
	No	53204	40	5
Graduation Plan:	Advanced H.S. Honors Program	2295	74	21
	Advanced H.S. Program	14479	56	7
	H.S. Program(Regular)	70123	32	3
Nonstandard Administration In Mathematics		86	21	0

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TAAS

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT

GRADE: **12-EXIT LEVEL**

ALL STUDENTS

REPORT DATE: **MAY 1992**
DATE OF TESTING: **SPRING 1992**

STATEWIDE

TEST PERFORMANCE

	MASTERING NUMBER	MASTERING PERCENT
WRITING		
WRITTEN COMMUNICATION		
1-4 WRITTEN COMPOSITION - PERSUASIVE	2716	32

RATING:	0	1	2	3	4
NUMBER:	22	1561	4079	2533	183
PERCENT:	0	19	49	30	2

	MASTERING NUMBER	MASTERING PERCENT
5 SENTENCE CONSTRUCTION	3388	40
6 ENGLISH USAGE	5986	71
7. USE OF SPELLING, CAPITALIZATION, AND PUNCTUATION	2730	33

NUMBER TESTED IN WRITING: 8378
AVERAGE SCALE SCORE: 1537

TOTAL WRITING: MET MINIMUM EXPECTATIONS	5896	70
MASTERED ALL OBJECTIVES	924	11

	MASTERING NUMBER	MASTERING PERCENT
READING		
READING COMPREHENSION		
1 WORD MEANING	3152	53
2 SUPPORTING IDEAS	3929	66
3 SUMMARIZATION	1513	26
4 RELATIONSHIPS AND OUTCOMES	3525	59
5 INFERENCES AND GENERALIZATIONS	983	17
6. POINT OF VIEW, PROPAGANDA, AND FACT AND NONFACT	1433	24

NUMBER TESTED IN READING: 5928
AVERAGE SCALE SCORE: 1430

TOTAL READING: MET MINIMUM EXPECTATIONS	3127	53
MASTERED ALL OBJECTIVES	321	5

	MASTERING NUMBER	MASTERING PERCENT
MATHEMATICS		
CONCEPTS		
1. NUMBER CONCEPTS	7274	55
2. ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	6060	46
3. GEOMETRIC PROPERTIES AND RELATIONSHIPS	4853	37
4. MEASUREMENT CONCEPTS	4835	37
5. PROBABILITY AND STATISTICS	7251	55
OPERATIONS		
6. USE OF ADDITION TO SOLVE PROBLEMS	9181	70
7. USE OF SUBTRACTION TO SOLVE PROBLEMS	5624	43
8. USE OF MULTIPLICATION TO SOLVE PROBLEMS	8748	66
9. USE OF DIVISION TO SOLVE PROBLEMS	5564	42
PROBLEM SOLVING		
10. PROBLEM SOLVING USING ESTIMATION	6707	51
11. PROBLEM SOLVING USING SOLUTION STRATEGIES	4721	36
12. PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	5113	39
13. EVALUATION OF THE REASONABLENESS OF A SOLUTION	7436	56

NUMBER TESTED IN MATHEMATICS: 13196
AVERAGE SCALE SCORE: 1446

TOTAL MATHEMATICS: MET MINIMUM EXPECTATIONS	7626	58
MASTERED ALL OBJECTIVES	343	3

GROUP CHARACTERISTICS

	NUMBER	PERCENT
Total Answer Documents Submitted	21331	100
Students Absent From All Tests	231	1
Students Exempt From All Tests: ARD	926	4
Other Students Not Tested	1249	6
Number Of Students Tested	18925	89

GROUP PERFORMANCE

- = no data reported for fewer than five students

		ALL TESTS TAKEN	
	NUMBER TESTED	% MEETING MINIMUM EXPECTATIONS	% MASTERING ALL OBJECTIVES
All Students	18925	58	4
Male	8758	58	5
Female	10117	58	4
Native American	67	52	3
Asian	558	48	5
African American	4312	52	3
Hispanic	8198	54	3
White	5345	70	8
Economically Disadvantaged: Yes	5907	51	2
No	12310	61	5
Chapter 1 Regular Program: Yes	876	49	2
No	17372	58	5
Migrant Status: Former	301	45	2
Current	563	54	5
Nonmigrant	17172	58	4
Chapter 1 Migrant: Remedial Writing	65	58	3
Remedial Reading	162	47	2
Remedial Mathematics	79	48	0
Eligible Nonparticipants	467	50	4
Limited English Proficient: Yes	2237	43	2
No	16026	60	5
Bilingual/ESL Program: Bilingual	101	36	4
ESL	1548	41	2
Neither	16596	59	5
Special Education: Learning Disability	497	31	1
Emotionally Disturbed	77	39	8
Speech Handicapped	30	40	0
Visually Handicapped	11	27	0
Other Handicap Condition	73	53	4
Not In Special Education	17566	59	5
Gifted-Talented Program: Yes	105	73	18
No	18082	58	4
At-Risk: Yes	11002	54	3
No	7037	63	7
Vocational Education: Yes	8857	57	3
No	9723	59	6
Graduation Plan: Advanced H.S. Honors Program	144	78	25
Advanced H.S. Program	1031	75	10
H.S. Program(Regular)	16292	57	4
Nonstandard Administration In Mathematics	31	48	3

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TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT

GRADE: 11-EXIT LEVEL

ALL STUDENTS

REPORT DATE: AUGUST 1992

DATE OF TESTING: SUMMER 1992

STATEWIDE

TEST PERFORMANCE

	MASTERING NUMBER	MASTERING PERCENT
WRITING		
WRITTEN COMMUNICATION		
1-4 WRITTEN COMPOSITION - PERSUASIVE	788	8

RATING:	0	1	2	3	4
NUMBER:	88	4079	4665	768	20
PERCENT:	1	42	48	8	0

	MASTERING NUMBER	MASTERING PERCENT
5. SENTENCE CONSTRUCTION	1555	16
6. ENGLISH USAGE	4647	48
7. USE OF SPELLING, CAPITALIZATION, AND PUNCTUATION	1451	15

NUMBER TESTED IN WRITING: 9620
AVERAGE SCALE SCORE: 1432

		NUMBER	PERCENT
TOTAL WRITING:	MET MINIMUM EXPECTATIONS	2792	29
	MASTERED ALL OBJECTIVES	109	1

	MASTERING NUMBER	MASTERING PERCENT
READING		
READING COMPREHENSION		
1. WORD MEANING	9242	56
2. SUPPORTING IDEAS	8904	53
3. SUMMARIZATION	5128	31
4. RELATIONSHIPS AND OUTCOMES	9504	57
5. INFERENCES AND GENERALIZATIONS	2529	15
6. POINT OF VIEW, PROPAGANDA, AND FACT AND NONFACT	4219	25

NUMBER TESTED IN READING: 16643
AVERAGE SCALE SCORE: 1424

		NUMBER	PERCENT
TOTAL READING:	MET MINIMUM EXPECTATIONS	5152	31
	MASTERED ALL OBJECTIVES	335	2

	MASTERING NUMBER	MASTERING PERCENT
MATHEMATICS		
CONCEPTS		
1. NUMBER CONCEPTS	15130	53
2. ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	14602	51
3. GEOMETRIC PROPERTIES AND RELATIONSHIPS	14941	52
4. MEASUREMENT CONCEPTS	9194	32
5. PROBABILITY AND STATISTICS	17712	62
OPERATIONS		
6. USE OF ADDITION TO SOLVE PROBLEMS	17295	60
7. USE OF SUBTRACTION TO SOLVE PROBLEMS	14836	52
8. USE OF MULTIPLICATION TO SOLVE PROBLEMS	15303	53
9. USE OF DIVISION TO SOLVE PROBLEMS	10561	37
PROBLEM SOLVING		
10. PROBLEM SOLVING USING ESTIMATION	15389	54
11. PROBLEM SOLVING USING SOLUTION STRATEGIES	7142	25
12. PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	8127	28
13. EVALUATION OF THE REASONABLENESS OF A SOLUTION	12928	45

NUMBER TESTED IN MATHEMATICS: 28662
AVERAGE SCALE SCORE: 1424

		NUMBER	PERCENT
TOTAL MATHEMATICS:	MET MINIMUM EXPECTATIONS	7849	27
	MASTERED ALL OBJECTIVES	347	1

GROUP CHARACTERISTICS

	NUMBER	PERCENT
Total Answer Documents Submitted	49548	100
Students Absent From All Tests	14221	29
Students Exempt From All Tests: ARD	32	0
Other Students Not Tested	22	0
Number Of Students Tested	35273	71

GROUP PERFORMANCE

- = no data reported for fewer than five students

	NUMBER TESTED	ALL TESTS TAKEN % MEETING MINIMUM EXPECTATIONS	ALL TESTS TAKEN % MASTERING ALL OBJECTIVES
All Students	35273	27	1
Male	14799	25	1
Female	20452	28	1
Nonstandard Administration In Mathematics	16	19	0

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT

GRADE: **12-EXIT LEVEL**

ALL STUDENTS

REPORT DATE: **AUGUST 1992**
DATE OF TESTING: **SUMMER 1992**

STATEWIDE

TEST PERFORMANCE

	MASTERING NUMBER	MASTERING PERCENT
WRITING		
WRITTEN COMMUNICATION		
1-4 WRITTEN COMPOSITION - PERSUASIVE	140	10

RATING:	0	1	2	3	4
NUMBER:	15	593	699	137	3
PERCENT:	1	41	48	9	0

	MASTERING NUMBER	MASTERING PERCENT
5 SENTENCE CONSTRUCTION	186	13
6 ENGLISH USAGE	551	38
7. USE OF SPELLING, CAPITALIZATION, AND PUNCTUATION	225	16

NUMBER TESTED IN WRITING: 1447
AVERAGE SCALE SCORE: 1423

TOTAL WRITING: MET MINIMUM EXPECTATIONS	560	39
MASTERED ALL OBJECTIVES	20	1

	MASTERING NUMBER	MASTERING PERCENT
READING		
READING COMPREHENSION		
1 WORD MEANING	734	41
2 SUPPORTING IDEAS	850	47
3 SUMMARIZATION	427	24
4 RELATIONSHIPS AND OUTCOMES	775	43
5 INFERENCES AND GENERALIZATIONS	132	7
6. POINT OF VIEW, PROPAGANDA, AND FACT AND NONFACT	216	12

NUMBER TESTED IN READING: 1805
AVERAGE SCALE SCORE: 1366

TOTAL READING: MET MINIMUM EXPECTATIONS	659	37
MASTERED ALL OBJECTIVES	16	1

	MASTERING NUMBER	MASTERING PERCENT
MATHEMATICS		
CONCEPTS		
1. NUMBER CONCEPTS	1776	49
2. ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	1332	36
3. GEOMETRIC PROPERTIES AND RELATIONSHIPS	1782	49
4. MEASUREMENT CONCEPTS	797	22
5. PROBABILITY AND STATISTICS	1943	53
OPERATIONS		
6 USE OF ADDITION TO SOLVE PROBLEMS	1862	51
7. USE OF SUBTRACTION TO SOLVE PROBLEMS	1463	40
8 USE OF MULTIPLICATION TO SOLVE PROBLEMS	1737	48
9. USE OF DIVISION TO SOLVE PROBLEMS	1136	31
PROBLEM SOLVING		
10 PROBLEM SOLVING USING ESTIMATION	1618	44
11. PROBLEM SOLVING USING SOLUTION STRATEGIES	523	14
12 PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	641	18
13. EVALUATION OF THE REASONABLENESS OF A SOLUTION	1322	36

NUMBER TESTED IN MATHEMATICS: 3655
AVERAGE SCALE SCORE: 1379

TOTAL MATHEMATICS: MET MINIMUM EXPECTATIONS	1247	34
MASTERED ALL OBJECTIVES	14	0

GROUP CHARACTERISTICS

	NUMBER	PERCENT
Total Answer Documents Submitted	6778	100
Students Absent From All Tests	1359	20
Students Exempt From All Tests: ARD	10	0
Other Students Not Tested	33	0
Number Of Students Tested	5376	79

GROUP PERFORMANCE

- = no data reported for fewer than five students

		ALL TESTS TAKEN	
	NUMBER TESTED	% MEETING MINIMUM EXPECTATIONS	% MASTERING ALL OBJECTIVES
All Students	5376	35	1
Male	2309	35	0
Female	3062	35	1
Nonstandard Administration In Mathematics	1	-	-

Notes

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964 AS AMENDED; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED; AMERICAN DISABILITIES ACT OF 1990; AND THE CIVIL RIGHTS ACT OF 1991.

The Texas Education Agency shall comply fully with the nondiscrimination provisions of all Federal and State laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any educational programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status or a disability requiring accommodation (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency is an Equal Employment Opportunity/Affirmative Action employer.

THE STATE OF TEXAS

Texas Education Agency
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Austin. Texas 78701-1494

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